DOCUMENT RESUME

ED 221 433 SO 014 257

AUTHOR Elmore, L. JoAnne
TITLE Basic Citizenship Concepts: 1. Learning the Meaning of the Pledge of Allegiance.
INSTITUTION Davis County School District, Farmington, Utah.; Utah State Office of Education, Salt Lake City.
PUB DATE Aug 82
NOTE 76p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Citizenship Education; Colonial History (United States); Curriculum Guides; Elementary Education; *Patriotism; *Social Studies
IDENTIFIERS *Pledge of Allegiance

ABSTRACT

The curriculum guide provides background information and a wide variety of activities designed to help elementary students understand the meaning of and gain an appreciation of the Pledge of Allegiance. The guide contains the following eight lessons: The Meaning of the Word "Pledge"; What is Allegiance? The History of the Flag; Symbols of America; What is a Republic? What is a Nation? Learning About Liberty; and Understanding Justice. Each of the eight lessons has a teacher and student component. The teaching component provides lesson objectives, materials needed, lesson procedure to follow, and evaluation criteria. Unit activities include presenting flannel board stories, drawing posters which depict problems facing our country, producing a play on the subject of loyalty, designing a flag representing the class, and making a booklet with pictures and articles depicting freedom. An appendix contains a pre-post test, a filmstrip script, some poetry and quotations, and artwork materials. (Author/NE)

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BASIC CITIZENSHIP CONCEPTS: 1

LEARNING THE MEANING OF THE PLEDGE OF ALLEGIANCE

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SP 014 257

Salt Lake City, Utah

August, 1982

Printed By

Utah State Office of Education
Salt Lake City, Utah

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FOREWORD

One of the most critical needs of today's citizens is a fundamental understanding of the democratic process. The Comprehensive Project for Citizenship Education emphasizes the basic issues and concepts upon which this country was founded and encourages greater participation by students at all grade levels in activities which enhance comprehension.

Educators have become increasingly concerned with teaching the "whole child." This book focuses on learning experiences which enhance patriotism, loyalty, and respect for country.

The activities cited in this book will assist elementary students in becoming active, concerned and knowledgeable citizens. The contents stress concrete activities which promote understanding and appreciation of The Pledge of Allegiance.

G. Leland Burningham
State Superintendent
of Public Instruction

PREFACE

This publication has been written in response to a strong need recognized by elementary teachers who have wished to incorporate citizenship education into their social studies curriculum. Currently, there are few citizenship education materials available at the elementary level. It is hoped that this publication will help to fill this void and will provide teachers with lesson plans, activities, and the necessary background in order to provide meaning of The Pledge of Allegiance for elementary students. This publication follows the format of the State Social Studies Course of Study and supplies background information and a wide variety of activities for reenforcing concepts in The Pledge of Allegiance. This publication represents an excellent opportunity for addressing a social studies topic through a multi-interdisciplinary approach. Many of the lessons and activities provide the necessary latitude for the instructor to add additional questions, comments, and reenforcements to any of the lessons.

ACKNOWLEDGEMENTS

The Comprehensive Project for Citizenship Education wishes to thank and acknowledge the following people for their assistance with this book from its inception to its completion. First and foremost, we wish to thank JoAnne Elmore, the author of this publication, for her interest and concern in having students understand the meaning of The Pledge of Allegiance. Special thank you to the contributing artist for this publication, Linda Sisneros. The author wishes to express thanks to the principal, Mr. Keith Webb, and the teachers at Joseph Cook Elementary School, Syracuse, Utah, for their ideas and encouragement. Special thanks to Lucille Garrett for preliminary editing and proofreading. Appreciation is expressed to the Davis County School District for their placing emphasis on citizenship education. Most of all, appreciation is expressed to Paul, Monica, and Nicolle Elmore for their continuing love and support.

Many staff members within the State Office of Education were instrumental in the final preparation of this manuscript. We wish to thank Douglas Bates, Co-Director of the Citizenship Education Project, Carol Lear, and Linda Oswald, Project Consultants, for their suggestions regarding layout and format. We also would like to thank Vicky Smith and Annette Moore, secretarial staff in Special Projects Administration, for their assistance in preparing the manuscript and for their assistance in typing and proofreading the final manuscript. Finally we wish to thank Sharon Janke and her publication staff for their cooperation and flexibility in the printing of this book.

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INTRODUCTION

Citizenship education is a valid and important part of the school curriculum. It provides students with the necessary background to begin self-control and responsibility. When children enter school, one of the first things they learn to do is to pledge allegiance to the flag. The words are usually memorized, and most primary grade teachers are involved in trying to get students to recite the words in the proper order and encourage proper pronunciation.

Since the words are usually learned by rote memory, it becomes evident that the children can say the pledge but do not really know what the words mean. This teaching unit is designed to teach the meaning of the individual words in The Pledge of Allegiance which young children may have difficulty understanding. It is hoped that the children will gain through participation in the activities, a deeper and more meaningful understanding of what they are saying when reciting the Pledge. By doing so, it is hoped they will develop a greater feeling of patriotism and that these feelings will lead to greater positive involvement in activities for the betterment of the quality of life in our country.

TITLE: Basic Citizenship Concepts (2-4)
Lesson One: The Meaning of the Word Pledge

TOPIC: Political Science
TIME SEGMENT: One Time Segment

INSTRUCTIONAL OBJECTIVES: To enable the student to understand that the word "pledge" means a promise.

MATERIALS:

Flannel Board
Flannel Board Story: "Barney Bear Learns to Pledge the Flag"

(Artwork included in appendix)

Worksheet

Drawing Paper

EVALUATION:

The student will be able to explain that the word "pledge" means a promise.

Worksheet can be used as a post-test.

ADAPTATIONS:

PROCEDURE:

1. The teacher presents the flannel board story.
2. The teacher leads the class in a discussion of the meaning of promises.
   a. What is a promise?
   b. How many different reasons can you think of for giving your promise?
   c. How do you feel when someone does not keep their promise to you?
   d. Is there any reason to break a promise to someone?
   e. Why should you try to keep your promises?
3. Distribute the worksheet and discuss.
4. Have students write: "What Promises Mean."
5. Have students illustrate their story.
6. Have children put the words to the pledge in ABC order.

What children can do for their country:

1. Obey the laws of the United States.
2. Respect the leaders of the country.
3. Respect the flag.
4. Respect the rights of others.
5. Show respect for the property of others.
6. Help our neighbors.
7. Do not destroy wildlife.
8. Keep our land beautiful and clean.

LESSON ONE
WHAT IS THE MEANING OF THE WORD PLEDGE?

BARNEY BEAR LEARNS TO PLEDGE THE FLAG

Fall had come to the forest. Brightly colored leaves covered the ground and all the animals were excited to go back to school. Barney Bear gathered up all his new school supplies and put them in his bookbag. On the way to school he wondered what kind of a school year he would have and if his teacher, Miss Owl, would be nice.

When he got to his classroom, he found his desk with his name written on a card in bright red letters. "BARNEY B." it said. He took his place and waited quietly for school to begin.

At 8:30 the school bell rang, and finally it was time to start. Miss Owl called the roll and Barney discovered that many of his friends were in his class. He liked Miss Owl too. She had a nice voice and seemed very friendly. After the roll, Miss Owl said, "Now, students, it is time to pledge allegiance to the flag."

Barney did not understand. He wondered what a "legiance" was, and why in the world they were going to dust it with furniture polish. But instead of doing that, the class stood very straight and started to say: "I pledge allegiance to the flag..." Barney realized that he was being silly. They were not going to dust anything, but he still did not understand what the class was doing.

When the class was finished, Barney raised his hand. "Miss Owl," he asked shyly, "What is the pledge?"

"That is a very good question Barney, and I'm glad you asked it," said Miss Owl. "A pledge is a promise; and when we are pledging allegiance to the flag, we are promising to help keep our country free."

Miss Owl went on to explain that our flag is a symbol which stands for the people of the United States of America. She said that many people have given their lives to protect the freedom of the people of our country and we should be very proud of the United States and of the flag of our nation.

At last, Barney understood. The next day when the class pledged allegiance to the flag, Barney stood very straight and had a warm feeling inside when the class said the words all together.

"Yes," Barney thought, "I am going to like Miss Owl's class." It was good to be able to ask questions and have them answered by Miss Owl. She was a nice teacher, and besides that she wore "Honey Dew" perfume which was Barney's favorite!

LESSON ONE
WHAT IS THE MEANING OF THE WORD PLEDGE?

Name: _____

READ THE STORY:

BARNEY BEAR LEARNS TO PLEDGE THE FLAG

This was the first day of school for Barney Bear. He was happy and excited. When he sat in his seat, Miss Owl, his teacher, told the class about pledging allegiance to the flag.

Barney didn't understand. Why would anyone want to dust a flag? He thought the class was going to use furniture polish to dust the flag. Barney was being silly.

Miss Owl told them that a pledge is a promise. She said that when the class pledged allegiance to the flag, they were promising to help keep their country free.

ANSWER THE QUESTIONS:

1. What is the bear's name? _____.
2. Barney thought the class was going to _____ the flag.
3. Miss Owl told them that a pledge is a _____.
4. When the class pledged the flag, they promised to help keep our country _____.
5. Make a list of things that children can do to help keep our country strong and free.

_____ _____

_____ _____

_____ _____

6. Draw a picture of some things to show what children can do to keep American free.

TITLE: Basic Citizenship Concepts (2-4)
Lesson Two: What Is Allegiance?

TOPIC: Political Science
TIME SEGMENT: One Time Segment

INSTRUCTIONAL OBJECTIVES: The child will be able to verbalize the meaning of the word allegiance as being loyal or faithful to. The child will also be able to list some of the country's problems.

MATERIALS:

Flannel Board
Flannel Board Story: "The Little Animals Learn About Allegiance"

(Artwork included in appendix)

Worksheet

Poster Board or Drawing Paper

EVALUATION:

When asked about the meaning of allegiance, the students will respond in such a way as to express the idea of loyalty or being faithful to.

Students will be able to list some problems facing citizens of the United States.

ADAPTATIONS:

PROCEDURE:

1. The teacher presents the flannel board story.
2. As a class, the students will compile a list of some of the current problems confronting the United States.
   a. polution
   b. crime
   c. wildlife protection
   d. energy
   e. education
   f. jobs for everyone
3. The students will draw posters depicting some of the problems facing our country.
4. Distribute the worksheet and discuss.
5. Children will prepare a mural showing loyalty to their country.
6. As a class, the students will write a poem about loyalty.
7. The students will write and produce a play on the subject of loyalty.

LESSON TWO
WHAT IS ALLEGIANCE?

THE LITTLE ANIMALS LEARN ABOUT ALLEGIANCE

One day Miss Owl's class was talking about the word, "allegiance." Barney Bear and his friends wondered what the word meant. They heard it every day when the class stood to pledge allegiance to the flag, but they still did not know what it was.

Miss Owl said that allegiance meant being true or faithful to a person or to the flag. While Miss Owl was talking, Randy Racoon started thinking about a time when he needed someone to be true to him.

On his way to school one morning with his friend Paul Possum, Randy was stopped by Buster Badger. Buster was a bully; he liked to pick on all the little animals who were smaller than he was. He stood in the middle of the path and said, "Randy, unless you give me your lunch, I'm going to beat you up and make you late for school."

Randy was afraid. He knew that Buster was mean and meant what he said. Still, he did not want to give Buster his lunch. He said, "I'm sorry Buster, but you cannot have my lunch." Then he closed his eyes waiting for Buster to make a move.

Paul had been watching the whole thing. He knew how mean Buster could be and he didn't want to get hurt, and yet he didn't want Randy to go without lunch either. He knew that if he said anything, Buster might hurt him too. Finally, he stepped next to Randy and said, "Buster, you will have to fight us both to get Randy's lunch."

Buster was so surprised! No one had ever told him no before! Buster was a bully, but he was smart enough to know that he could not fight them both at the same time; so he said, "Oh, just keep your crummy lunch. It's probably no good anyway." With that he went on his way and didn't bother Randy and Paul again.

Randy raised his hand and Miss Owl called on him. He told the story to the class. Miss Owl was pleased. She said, "When Paul was a true friend to Randy, he was being loyal. The word allegiance also means to be loyal or faithful. When we pledge or promise allegiance or loyalty to the flag, we are promising that we will be good citizens and help our country with its problems. Our country is very large and many people live here. The people in a country are called its citizens. When many citizens live together, sometimes there are problems. A person who is loyal to his country will help to solve some of the problems the country has."

The little animals in the class thought about what kinds of problems they had in the forest. They tried to think of ways in which they could help solve the problems. When they left class that day, they understood

better that the word allegiance means being true to our country and they made a list of things that they could do to be better citizens of the forest.

LESSON TWO
WHAT IS ALLEGIANCE?

Name: _____

READ THE STORY:

THE LITTLE ANIMALS LEARN
ABOUT ALLEGIANCE

On his way to school one day, Randy Raccoon was stopped by Buster Badger. He wanted Randy's lunch and was going to beat Randy up to get it.

Randy's friend, Paul Possum, was a good friend to him and told Buster he would have to fight both of them to get the lunch.

Buster decided to leave them alone because he did not want to fight them both. He was a bully, and **most** of the time a bully only picks on those smaller than himself.

When they told the story in class, Miss Owl said that Paul was being loyal to Randy in much the same way as we should be loyal to our country.

ANSWER THE QUESTIONS:

1. What did Buster want? _____
2. What was the name of Randy's friend? _____
3. What did Paul tell Buster? _____
4. Miss Owl said Paul was being _____ to Randy.
5. Make a list of some of the problems in our country.

_____ _____

_____ _____

_____ _____

6. Allegiance means being _____.

TITLE: Basic Citizenship Concepts (2-4)
Lesson Three: The History of the Flag

TOPIC: Political Science
TIME SEGMENT: Flexible

INSTRUCTIONAL OBJECTIVES: To provide the students with background and to impart information concerning the history of the flag of the United States.

MATERIALS:

Teacher Information Sheets

Story: "Betsy Ross and the First American Flag"

Betsy Ross Worksheet

4 Flag Worksheets

EVALUATION:

Observation by the teacher.

Worksheets can be used as a test.

ADAPTATIONS:

PROCEDURE:

1. Teacher leads the class in a discussion of why people have flags.
2. The teacher tells the story, "Betsy Ross and the First American Flag."
3. The class will discuss the fact that many different flags flew over the United States in the beginning.
4. Distribute the worksheets and discuss some of the first American flags.
5. Children can draw pictures of early flags and design a bulletin board for the class or library
6. Children can research and see how many different American flags can be represented.
7. Children are led in a discussion of the symbolism of flags.
8. Children make up their own symbols and design a flag representing themselves or the class.
   a. Flags can be made of fabric or paper.
   b. Flags can be displayed in the classroom or in the hall.

TEACHER INFORMATION SHEET

It is thought that the Egyptians were the first to use flags 4,000 years ago. They were in the form of standards which consisted of a pole with a totemic device (carved figure of an animal god) at the top to signify a geographical province. These standards were usually mounted on ships, often with strips of cloth attached to the pole beneath the emblem for decorative purposes.

The Roman cavalry carried one of the first true flags. It was called a vexillum and consisted of a square piece of fringed cloth hung on a crossbar at the end of a spear.

The Romans also used the "dragon" flag, copied from the Parthians but probably first devised by the Chinese. This flag was much like the modern windsock used at small airfields today to indicate wind direction. When the wind blew through the jaws of the tubular cloth dragon, the painted picture seemed alive to enemy troops. Such flags are today used in Japan and other oriental countries for religious and secular celebrations.

The use of flags increased greatly with the development of feudalism and heraldry in medieval Europe. A flag indicated a person's rank in society and the armed forces.

The first national flags were adopted after the crusades when Europeans began to venture away from their coastal waters. Their ships needed some simple but ready means of identification; and since the royal heraldic flags were too complicated for this purpose, flags composed of strips of cloth of the national colors were developed. Many of the national flags in use today originated this way.

Flags became an emotional symbol identified with a whole people during the Dutch fight for independence from Spanish rule, and the American and French Revolutions. Many revolutions have copies the red-white-blue colors of the Dutch, American, and French flags to identify with the cause of liberty.

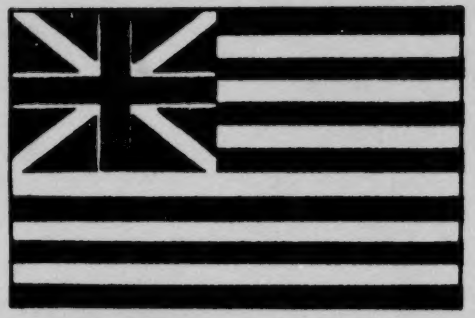
Office of the Chief, Public Affairs, Sixth United States Army, Sixth U.S. Army Flag Book, Presidio of San Francisco: 1976.

"God grants liberty only to those who love it, and are always ready to guard and defend it." -- Daniel Webster

"The name of America, which belongs to you in your national capacity, must always exalt the just pride of patriotism more than any appellation derived from local discriminations." -- George Washington from Farewell Address

"Where liberty dwells, there is my country." -- Benjamin Franklin

"They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety." -- Motto of the Historical Review of Pennsylvania, 1759



CONTINENTAL COLORS
(1775-1777, variant)

On January, 1, 1776, the new Continental Army became official and to celebrate the event George Washington hoisted the Continental Colors. The flag was raised near Charlestown, Massachusetts. This flag was occasionally called the "Great Union Flag."

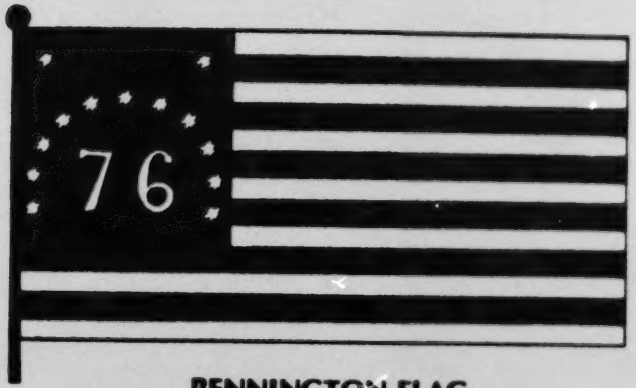
During 1776 and 1777, the Continental Colors was used throughout the colonies, both on land and at sea. Its design was unofficial and variations appeared; yet references in the resolves of the Continental Congress make it clear that the Continental Colors was universally accepted as a national flag.

Americans flew these colors over forts and at sea. On land they used an array of military colors, many of them locally designed and manufactured. The field of most of these was a solid shade bearing a local emblem.

NATIONAL FLAG
(1775-1800, unofficial, variant)

History shows that much controversy exists over the source of the stars and stripes which appeared on many early flags. Information is lacking but nothing would have been more logical than that old flags continued to be used, with additions being made to distinguish the colonies from the mother country.

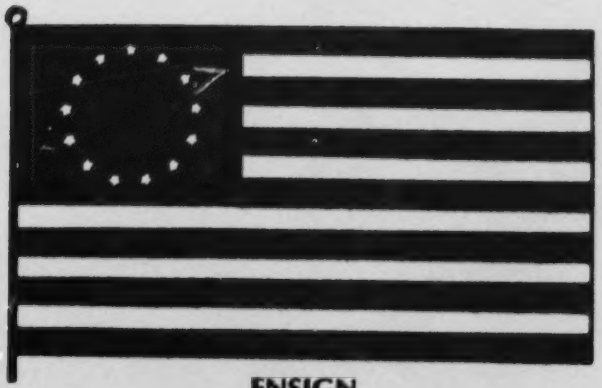
Stripes appeared on such flags as: British Union Jack, Red Ensign, New England, Colonial Jack, East India Company, Sons of Liberty, and First Troop of Light Horse, Philadelphia City Cavalry. The Sons of Liberty flag had nine stripes which popularized the idea of stripes as a sign of rebellion.



BENNINGTON FLAG
(16 August 1777, unofficial variant)

As far as it is known, the camp flag of a Vermont militia company, known as the "Bennington Flag," must be recognized as the first Stars and Stripes used on land by American armed forces--although its size suggests that it was not actually carried in battle. It was also the oldest Stars and Stripes in existence, having been used on 16 August, 1777, during the Battle of Bennington in Virginia.

The design of this flag demonstrates how little concern there was in the first years of the United States for Standardized flag patterns. The law of June 14, 1777, gave only the most general description of the flag; and each flag maker liberally interpreted what the Stars and Stripes should look like. Early flags symbolized the unity of the thirteen colonies by the use of the thirteen stripes. This symbolism made flags with the thirteen stripes popular with the American patriots.



ENSIGN
(14 June 1777-30 April 1795, infrequent variant)

Another popular variant showed the thirteen stars in a circle. This is the form which today is most commonly thought of, manufactured, and illustrated in books as the first Stars and Stripes. But this flag, in reality, was scarcely ever used in the period 1777-1795, and its widespread use is a tribute to the popularity of the works of certain nineteenth century artists such as Emmanuel Leutze's "Washington Crossing the Delaware," Charles Weisgerber's "Birth of Our Nation's Flag," and Archibald Willard's "Spirit of '76." These and others have indelibly impressed this design of the thirteen stars in a circle on the mind of the public despite its doubtful pedigree.

LESSON THREE
THE HISTORY OF THE FLAG

BETSY ROSS AND THE FIRST AMERICAN FLAG

Many years ago, when our country was just beginning, the people of the United States thought that the time was right for them to be a country on their own. They no longer wanted to be a part of England. They had been in this country for many years and were now able to take care of themselves. They had built many comfortable homes and cities and had started businesses and farms to make and grow the things they needed.

The King of England did not feel the same way. He liked having the American colonies as part of his country. They were paying taxes to him and were sending goods to England which his people enjoyed very much. He did not want things to change.

To make sure the people obeyed his laws, the king sent his army to force the people to do what he wanted. When this happened, some of the people of the thirteen colonies decided they would rather go to war than to keep paying the king. They started an army of their own called the Continental Army. They were led by a great man named General George Washington.

General Washington knew that he needed a symbol to help bring his men and the country together. He wanted to have a flag made which would unite the soldiers and the people. He drew a picture of a flag on a piece of paper and took it to a seamstress who had a shop on Arch Street in Philadelphia. Her name was Betsy Ross.

Mistress Ross had heard of General Washington, and she was very honored that he would choose her to make the first flag for his army. Many flags had been made and used before in the colonies. Some of these flags used thirteen red and white stripes as a symbol of the original thirteen colonies and their wish for freedom. This was exactly what General Washington had in mind. Betsy Ross suggested that the stars be placed in a circle and that they have five points instead of six.

General Washington liked her ideas very much. The worked out the final design together, and Mistress Ross set to work. She took the finest cloth she could find. Red for courage, white for purity, and blue for justice were the colors she was to use. These were the same colors used by the Dutch for their flag.

As she sewed the flag, Betsy Ross felt proud. She knew that her flag would be the first official American stars and stripes. She cut and sewed the material very carefully, and did an excellent job. Many years later she told her children and grandchildren the story over and over again; and they, too, felt proud that Betsy Ross had been a part of the beginning of this new and great country.

LESSON THREE
THE HISTORY OF THE FLAG

Name: _____

READ THE STORY:

BETSY ROSS AND THE FIRST AMERICAN FLAG

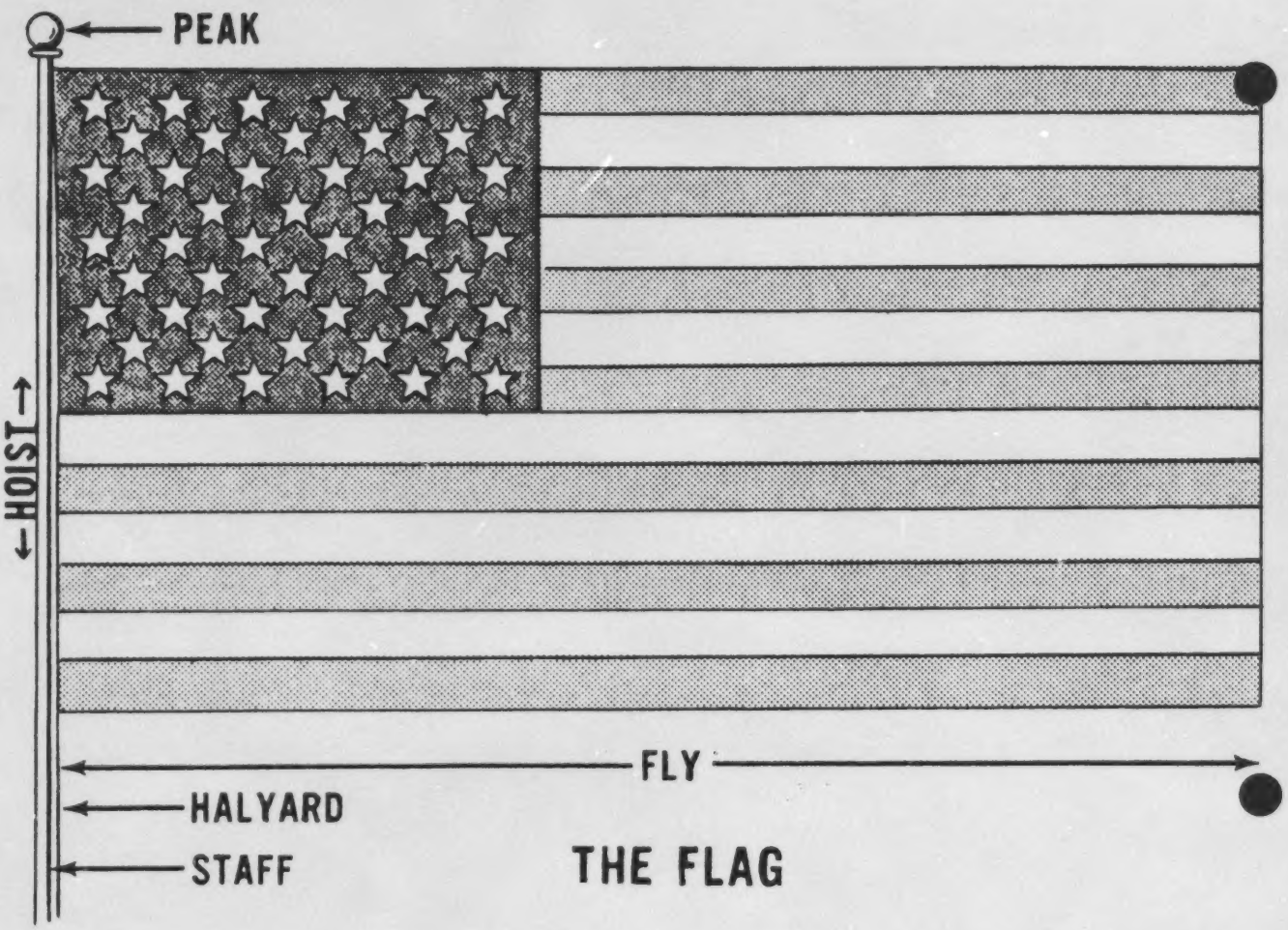
Long ago when the United States was a new country, General George Washington wanted to have a flag made. He drew a picture on a piece of paper and took it to a woman who had a shop on Arch Street in Philadelphia.

This woman was Betsy Ross. She helped General Washington by suggesting that he put the stars in a circle on the blue field. She also thought that five-pointed stars would be better than six-pointed. General Washington agreed.

She used red, white, and blue for the colors, the same as in the Dutch flag. When she was finished, the flag was very beautiful, and she was proud to be a part of the beginning of a new nation.

ANSWER THE QUESTIONS:

1. Who took the flag design to Betsy Ross? _____
2. She suggested they put the stars in a _____.
3. Betsy Ross used the colors _____, _____, and _____ for the flag.
4. On the bottom of this page, draw a picture of the first American flag made by Betsy Ross.

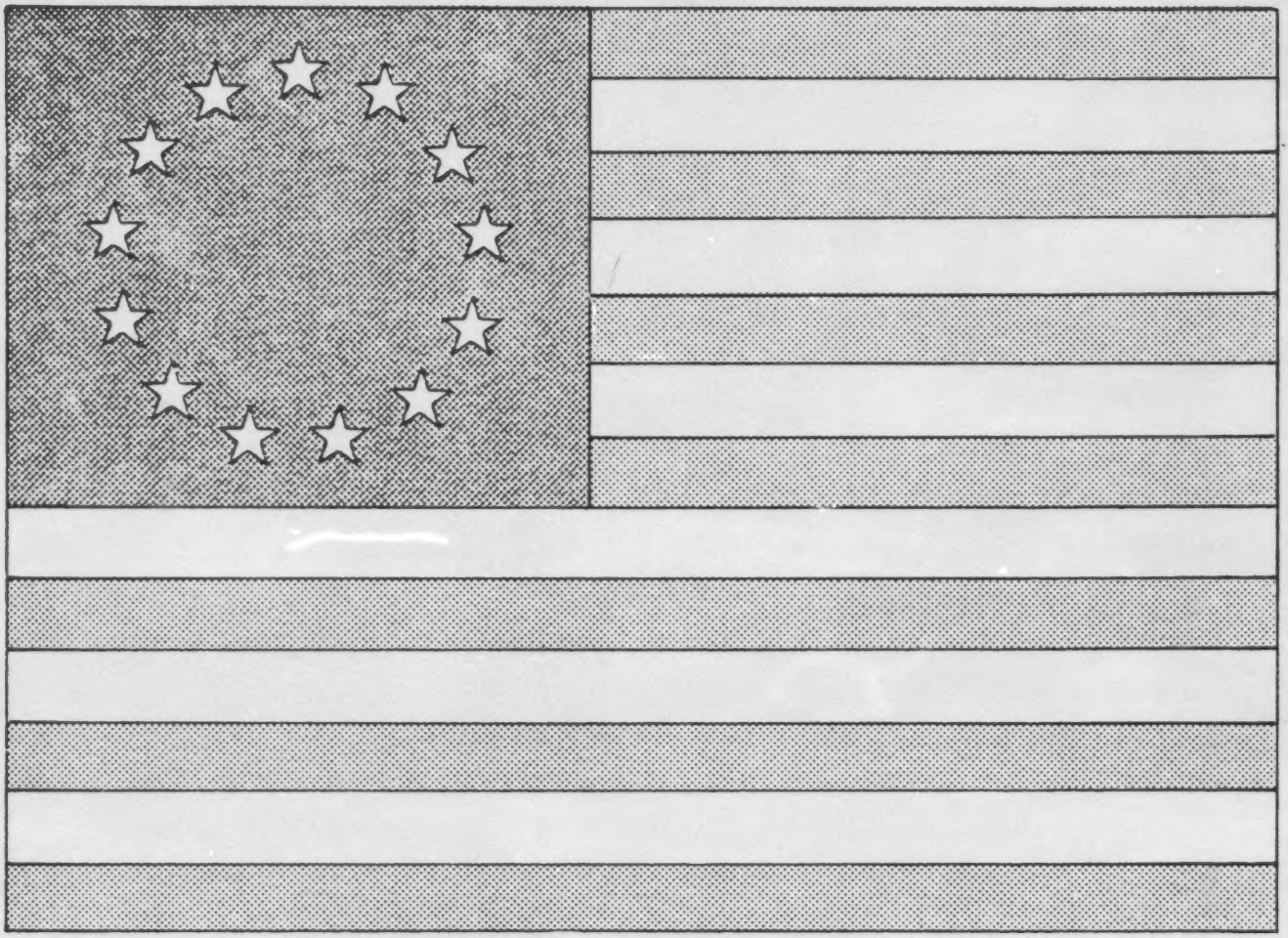


THE FLAG

Early flags were square and usually made of silk, cotton, or wool. Today, flags are usually made of lightweight material so they will fly in the breeze. Each part of the flag has a special name. The canton is the upper left corner of the flag nearest to the staff or pole. The field is the background color of the flag and is blue on the United States flag.

COLOR THE FLAG

1. How many red stripes are on the U.S. flag?_____ How many white stripes?_____ How many in all?_____
2. What color is the field of the U.S. flag?_____ What color are the stars?_____
3. The pole is called the_____. The rope is called the_____.



THE FIRST STARS AND STRIPES

On June 14, 1777, the Continental Congress decided on the American flag. They did not say how the stars should look on the flag, so many different flags flew over our country in the beginning.

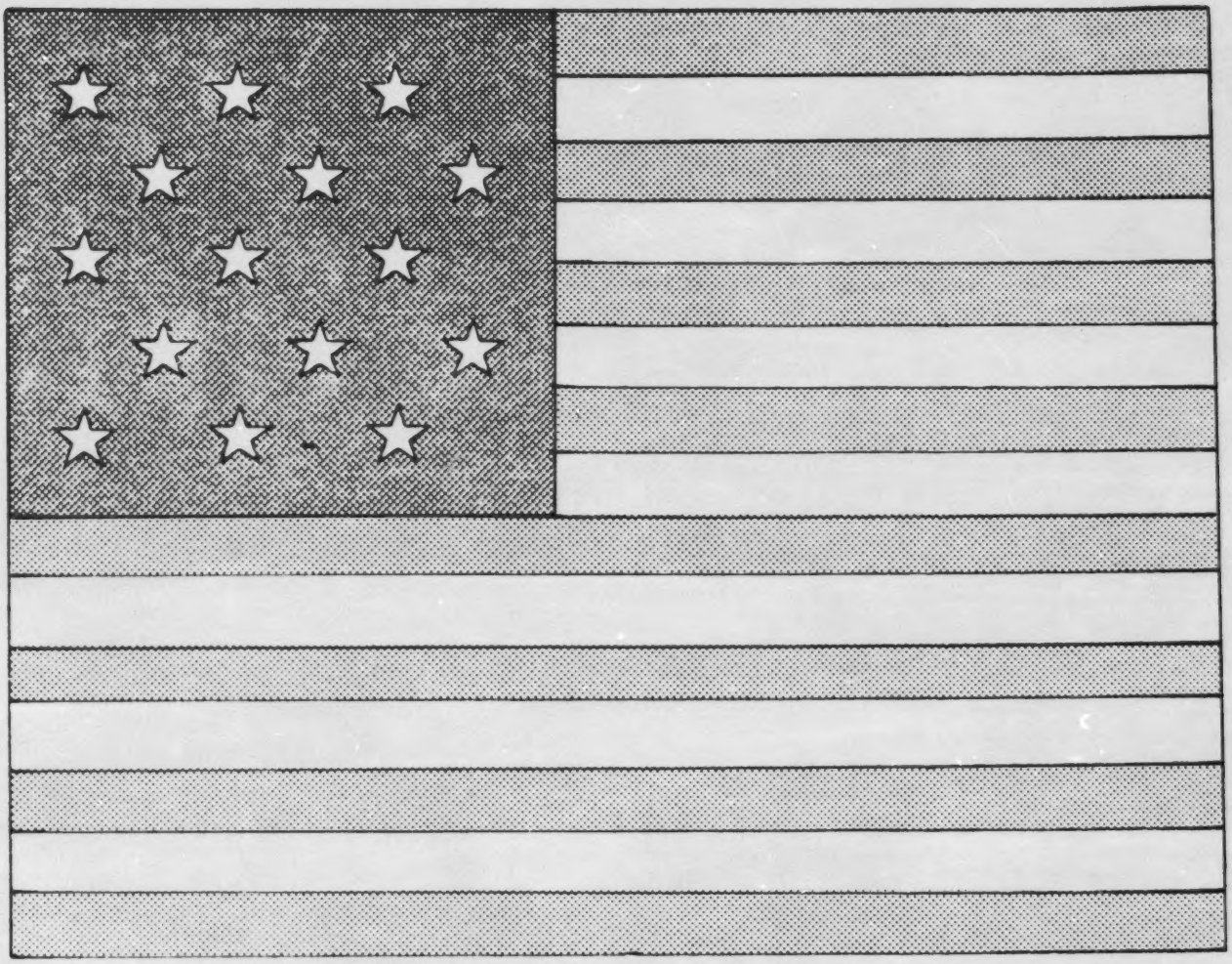
One story tells us that George Washington came to see Betsy Ross at her shop and asked her to make the new flag. He brought her a drawing of what he thought the flag should look like. Betsy Ross suggested that the stars should have five points instead of six and that they should be put in a circle.

Every year on June 14, Americans celebrate "Flag Day" to remember the day that the first American flag was flown.

COLOR THE FIELD BLUE AND LEAVE THE STARS WHITE

COLOR THE DARK STRIPES RED

LEAVE THE OTHER STRIPES WHITE



FIFTEEN STARS AND STRIPES (1795-1818)

This flag flew over the United States for twenty-three years, during the war with France and the War of 1812. It was during this time that Francis Scott Key wrote the "Star-Spangled Banner," as this flag flew over Ft. McHenry in September, 1814. The song was later made the national anthem in 1931.

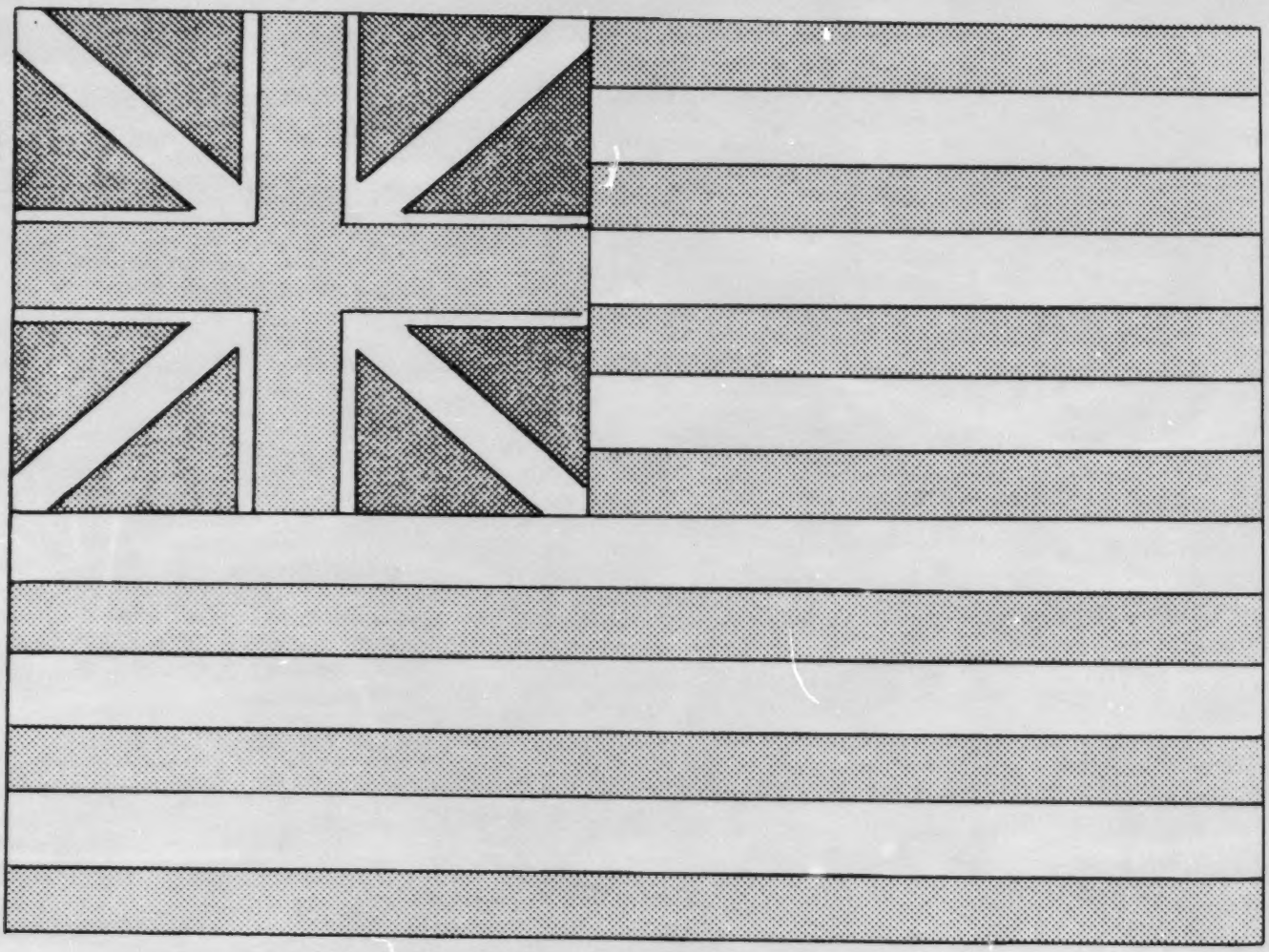
In 1818, five more states had been added to the country. Congress decided to go back to the thirteen stripes for the original colonies, and add a star for each state. We have the same rule today.

COLOR THE FIELD BLUE

LEAVE THE STARS WHITE

COLOR THE DARK STRIPES RED

LEAVE THE OTHER STRIPES WHITE 23



THE GRAND UNION FLAG

In January, 1776, General George Washington chose this flag to represent the new Continental Army. The red and white stripes were for the thirteen colonies. The field was the British "Union Jack" in honor of our "Mother Country." It has a blue background with a red cross.

It was also called the "Continental Colors" and was used on both land and sea by the first army and navy of the new country. It was used from about 1775 to 1777.

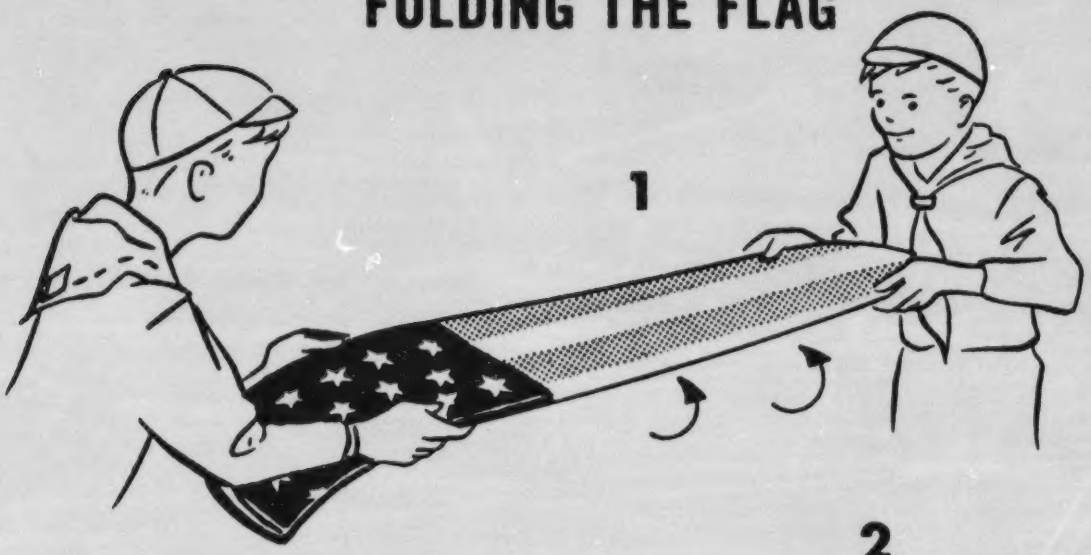
COLOR THE DARK STRIPES RED

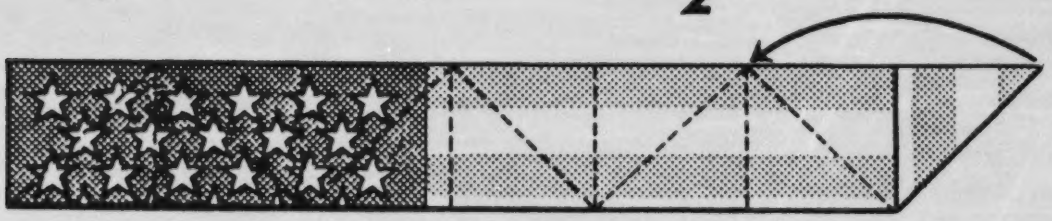
COLOR THE BACKGROUND OF THE FIELD BLUE

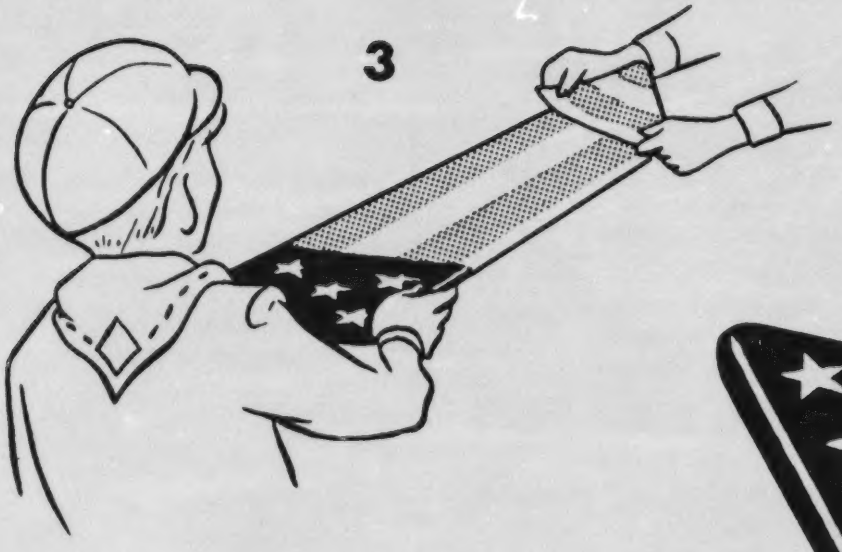
LEAVE THE OTHER STRIPES WHITE

COLOR THE CROSS IN THE FIELD RED

FOLDING THE FLAG







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THINGS TO REMEMBER ABOUT DISPLAYING THE U.S. FLAG

1. Display the flag outdoors from the time the sun comes up (sunrise) to the time it goes down (sunset).
2. The flag should be raised quickly all the way to the top of the flagpole.
3. The flag should always be lowered slowly and respectfully.
4. When the flag is displayed on a staff (a pole that stands by itself) on a speaker's platform, it should be to the RIGHT of the speaker.
5. When it is on a staff somewhere besides at the speaker's platform, it should be to the RIGHT OF THE AUDIENCE.
6. When the flag is on a crossed staff with another flag, the U.S. flag should be to its RIGHT.
7. When the flag is displayed on the wall, the stars should be in the upper LEFT-HAND CORNER as the audience faces the flag.
8. When the flag is carried in a parade with other flags, the Stars and Stripes should be on the MARCHING RIGHT. If there is a line of flags other than the U.S. flag, the American flag should be in front of the center of the line.
9. The flag of the United States should never be dipped to another flag or person.
10. The flag should never be allowed to touch the ground or any object it is flying above.
11. Pictures or drawings should never be placed on the flag. It should not be embroidered on cushions, handkerchiefs, or paper napkins.
12. When the flag is torn or dirty so that it is no longer fitting for display, it should be destroyed in a respectful way, like burning in private.

DAYS TO FLY THE FLAG

New Year's Day
Presidents' Day
Arbor Day
Memorial Day
Flag Day
Independence Day
Pioneer Day
Labor Day
Columbus Day
Veterans' Day
Thanksgiving
Christmas

TITLE: Basic Citizenship Concepts (2-4)
Lesson Four: Symbols of America

TOPIC: Political Science
TIME SEGMENT: Flexible

INSTRUCTIONAL OBJECTIVES: To familiarize children with some of the symbols of America and provide some background for understanding how they came about.

MATERIALS:

Worksheets

Drawing Paper

Art materials for projects

EVALUATION:

Teacher observation will reveal if children understand and know the different symbols.

ADAPTATIONS:

PROCEDURE:

1. The children are encouraged to role play George Washington, asking Betsy Ross to sew the flag.
2. Assign children a four-paneled cartoon strip with dialogue and artwork depicting one symbol.
   a. What would the symbol say to a child of today?
   b. Tell the story of how the symbol came about.
3. Read and discuss the worksheets and do the activities.
4. Assign an art project depicting symbols of America.
5. Collect pictures of the symbols of America and have the children make a mural or bulletin board.

LESSON FOUR
SYMBOLS OF THE U.S.

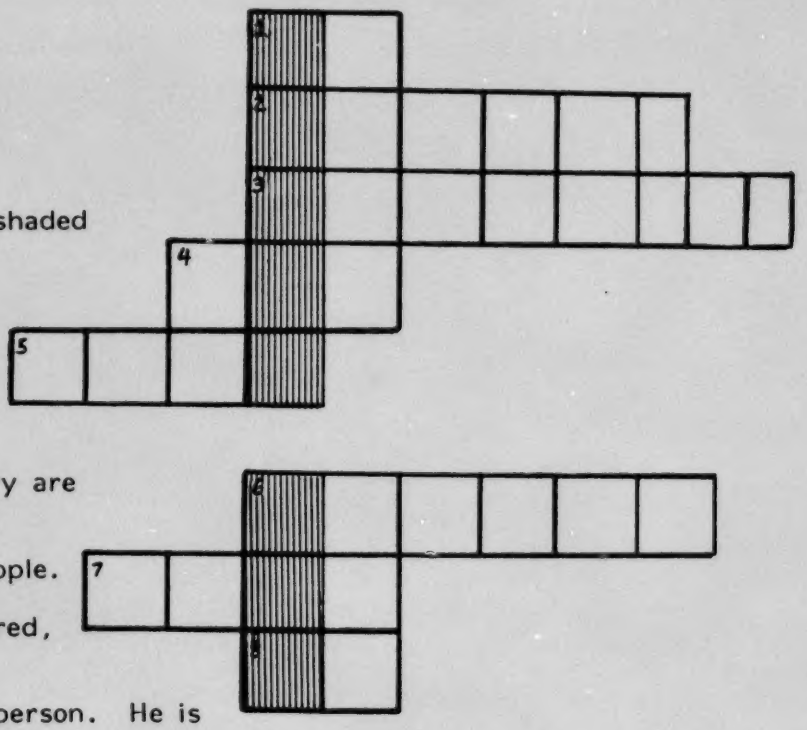
UNCLE SAM

Uncle Sam is not a real person; he is a symbol of the nation. He wears a suit of red, white, and blue, the same colors that are in the flag. His initials are the same as that of the United States.

A nation is all of the people in the country. They are called citizens. To be a good citizen means to help keep the country free. We need to remember good citizens help, not hurt, the country.

PUZZLE

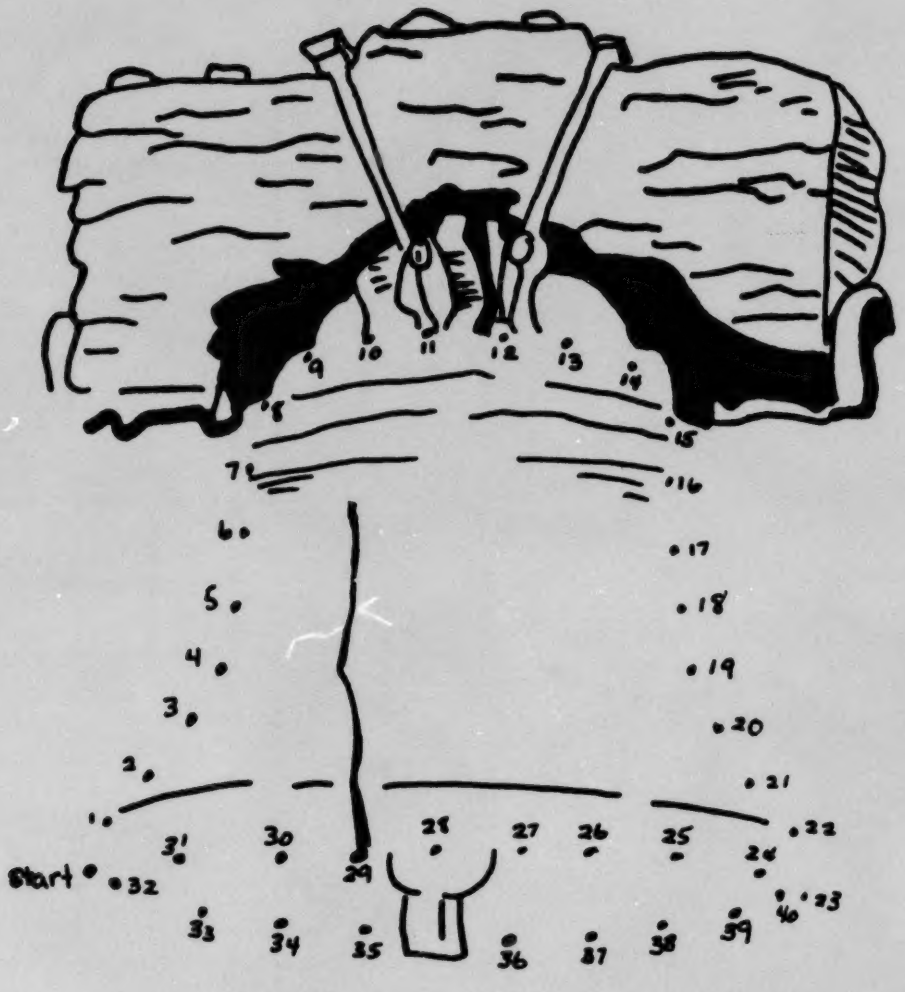
Put Uncle Sam's name in the shaded boxes.



1. Uncle Sam's and the United States' initials.
2. A_____ is all the people in the country.
3. The people of the country are called_____.
4. A nation is_____the people.
5. Uncle Sam's clothes are red, white, and _____.
6. Uncle Sam is not a real person. He is a _____ of the nation.
7. Uncle Sam's clothes are the same color as the colors in the_____.
8. Good citizenship begins with_____.

DRAW YOUR OWN PICTURE OF UNCLE SAM.

LIBERTY BELL



The Liberty Bell first hung in Independence Hall in Philadelphia. The 2080 pound bell was ordered for the Pennsylvania State House on the 50th anniversary of William Penn's Charter of Priveleges.

In 1839, it became known as the Liberty Bell and was recast twice. The bell was rung for the last time on Washington's birthday in 1846.

It is now on view in a glass sided pavillion in front of Independence Hall.

Think about how you would feel if you had been there when the Liberty Bell first rang. Write down some of your feelings.

THE STATUE OF LIBERTY

The Statue of Liberty was given to the United States by the people of France for the 100th birthday of our country. She holds the torch of freedom in her right hand and a tablet with the date of the Declaration of Independence in her left.

It was first put together in 1886 and is on Liberty Island in New York City Harbor. For all these years, it has been the first sight of many people who came to the United States for a new start.

WORD SEARCH

L S T A T U E B F
B I R T H D A Y R
R Q B N T V C O A
F R E E D O M P N
W S W R T R U C
Z Y A T B C E
O X C Y V H
R I M K H D
K G L E J F

WORD BANK

STATUE
FRANCE
FREEDOM
LIBERTY
NEW YORK
BIRTHDAY
TORCH

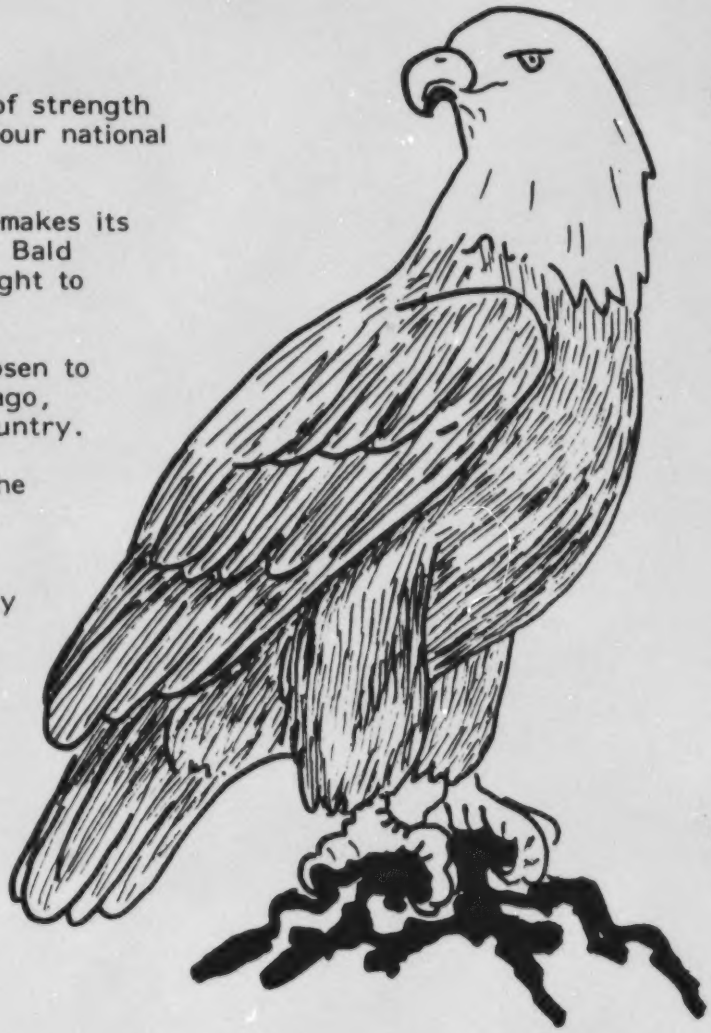
THE BALD EAGLE

The Bald Eagle is a symbol of strength and power. It was chosen to be our national bird.

This strong and proud bird makes its nest in high cliffs or trees. The Bald Eagle is large. It weighs from eight to twelve pounds.

When the Bald Eagle was chosen to be our national bird many years ago, there were many eagles in our country. Today there are only a few Bald Eagles. They are protected by the government, and it is against the law to destroy one.

Some people are working very hard to protect this great bird. Can you think of ways you could help?



1. See if you can find a book about eagles in your library. How many different kinds of eagles can you find?

2. The eagle is used as a symbol on many different kinds of things. See how many different things you can find with a picture of an eagle on it.

3. Discuss with your class how eagles can be protected in our country.

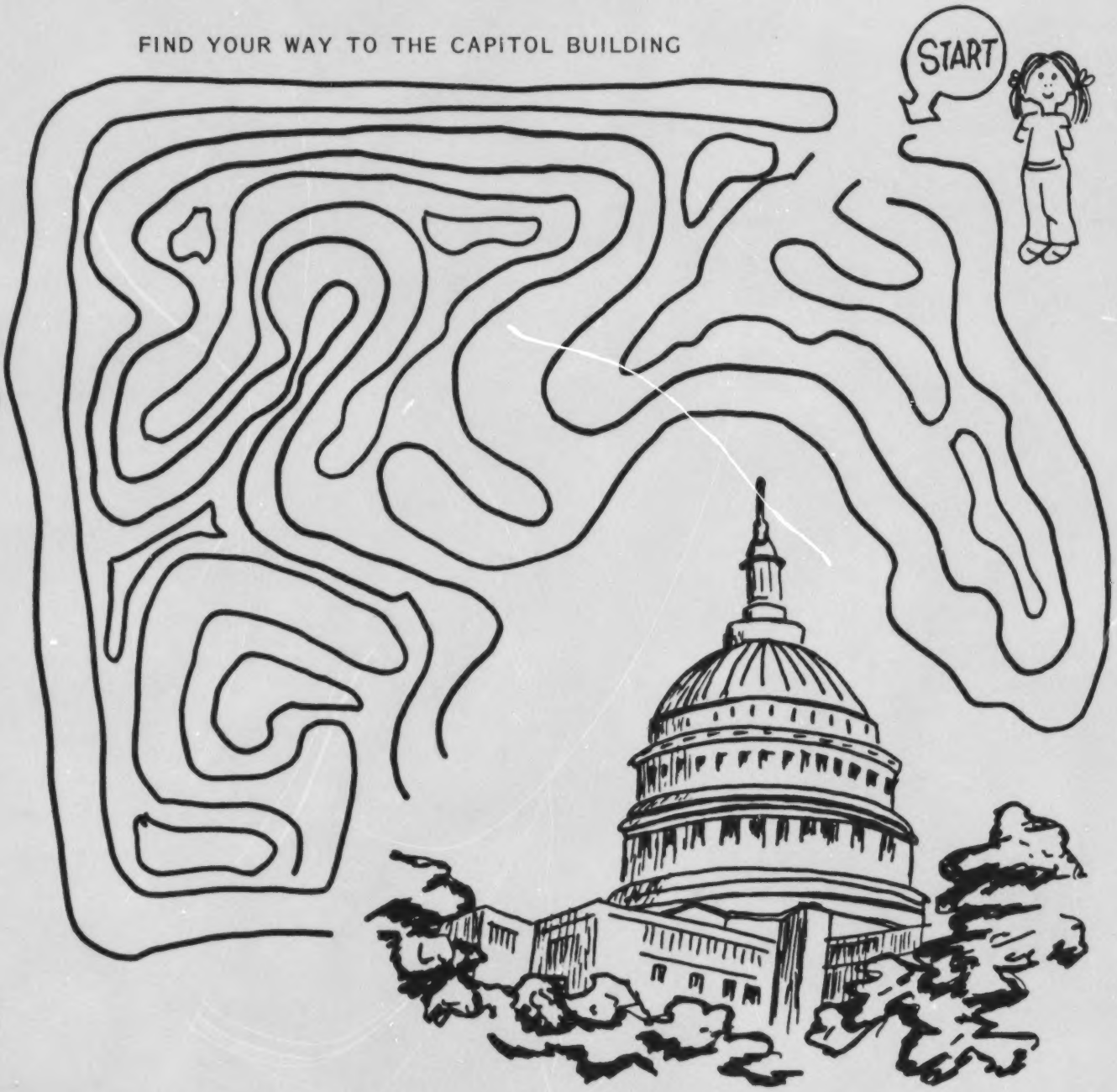
4. Draw a picture of an eagle.

THE UNITED STATES CAPITOL BUILDING

One of the symbols of our country is the United States Capitol Building. It is found in Washington, D.C., the capitol of our country. The city of Washington was named for the first president of the United States, George Washington.

The President of the United States does not live in the Capitol Building. He lives in a building called the White House. The Capitol Building is where many of the laws of the land are made by the people who are elected to do that job.

FIND YOUR WAY TO THE CAPITOL BUILDING



TITLE: Basic Citizenship Concepts (2-4)
Lesson Five: What Is A Republic?

TOPIC: Political Science
TIME SEGMENT: Flexible

INSTRUCTIONAL OBJECTIVES: The children will understand the concept that a republic means people elect other people to make laws for them.

MATERIALS:

Artwork from worksheet could be made into an overhead transparency

Worksheet

EVALUATION:

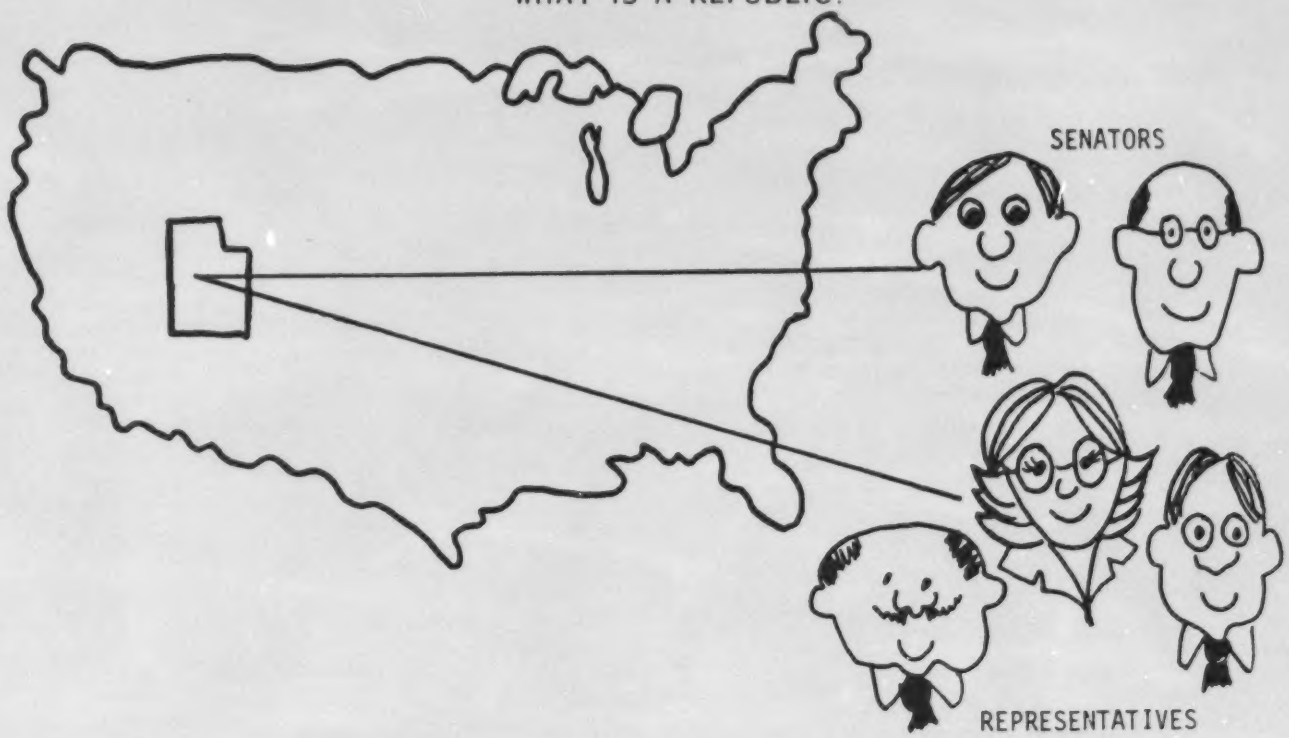
Worksheet can be used as a post-test.

ADAPTATIONS:

PROCEDURE:

1. The teacher will distribute the worksheet, and the class will read and discuss.
2. The class is divided into groups, and one person from each group is chosen to help make rules.
3. The class will discuss how they liked being represented, and what things they did not like.
   a. If you don't like what the representative did, what can you do about it?
   b. Did the representatives like having the responsibility?
4. Have the children find out who represents your congressional district.
   a. Have them come for a visit.
   b. Write them a letter expressing concern for a local problem.

LESSON FIVE
WHAT IS A REPUBLIC?



After the war with England was over, the people had to decide what kind of government they wanted. They knew they did not want a king to rule them, but they were not sure what kind of government would be best.

They decided to call a meeting to choose the kind of government which would be best for the new country. The people from each part of the land sent a person to speak for them. After a long time and much hard work, the men at the meeting said that it would be best for each person to be able to vote for people to make laws for them.

When a large group of people choose other people to make laws for them, it is called a REPUBLIC. In the beginning, there were only thirteen states. Today there are fifty states in the United States. Each state has two senators. If the state has a large number of people, they have many representatives. If they have only a few people, they may have just one or two representatives. So, each state has both senators and representatives to vote on laws for our country.

ANSWER THE QUESTIONS:

1. When people vote for other people to make laws for them, it is called a _____.
2. Each state has_____senators.
3. A large state has_____representatives. A small state only has a _____. (many/few) (many/few)

TITLE: Basic Citizenship Concepts (2-4)
Lesson Six: What Is A Nation?

TOPIC: Political Science
TIME SEGMENT: Flexible

INSTRUCTIONAL OBJECTIVES: The child will know that a nation is a group of people in a certain geographical location with the same government. The student will understand that the freedom of worship is a law. He will be able to discern the difference between invisible and indivisible.

MATERIALS:

Worksheets

Oaktag puzzle(s) with the word, "IN-DIVIS-IBLE," written on it.

EVALUATION: The teacher will evaluate whether the students have the concept by their oral expressions.

ADAPTATIONS:

PROCEDURE:

1. The teacher will lead the class in a discussion of the meaning of the word, "nation."
2. The teacher will point out that there are many nations on the earth.
3. Students can be assigned to find out how many nations there are in the world and present their findings to the class in the form of an oral report.
4. The teacher will distribute the worksheet and discuss with the class.
5. Students will draw a picture of what they like best about America.
6. The teacher will lead the class in a discussion of the freedom of religion guaranteed in the Constitution.
   a. Discuss the rights of others to think differently about religion.
   b. Look in the telephone book and see how many different churches are in your town.
7. In discussing the word, "INDIVISIBLE," the teacher may want to write the word on oaktag with the prefix and suffix cut off in the shape of a puzzle. Demonstrate how the word can be understood by understanding the meaning of the three parts. Discuss the difference between "invisible" and "indivisible."

LESSON SIX
WHAT IS A NATION?

When a country is united by the same government, it is called a NATION. There are many, many nations on the Earth. The United States is only one of these nations.

DRAW A PICTURE OF WHAT YOU LIKE BEST ABOUT AMERICA.

LESSON SIX
WHAT IS A NATION?

"...one nation under God..."

One of the things that makes America so great is the fact that all men, women, and children are free to worship in the way they choose. Some people choose not to worship, and they are free to do that, also. The reason for this is that when the government of our country was set up, the men who represented the people decided that this was an important freedom for Americans to have. They made laws to make sure that people could worship the way they felt was best.

1. Have you ever met anyone who did not worship the way you do? What did you think about it? Write down your thoughts:_____

_____

_____

2. Why do you think it is important to have the freedom to worship as you wish?_____

_____

3. How many different churches do you know of in your town?_____

4. Draw a picture of a church or your church.

LESSON SIX
WHAT IS A NATION?

IN-DIVIS-IBLE

When some students say the pledge of allegiance, they make a mistake. They say, "one nation under God, invisible . . . ." The word, INVISIBLE, means that something cannot be seen. That is not the word that is in the pledge of allegiance.

The word in the pledge is: INDIVISIBLE. If you look at this word carefully, you will see part of the word, "division," in the middle. This is the root word. It means to divide or separate things.

At the beginning of the word is the prefix, "in," which means "not." The suffix at the end is "ible" which means "able." So if we put the three parts together, we can that the word, INDIVISIBLE, means: NOT-DIVIDE-ABLE. This means that the people in the United States stick together to solve problems. Another word for this is UNITY.

ANSWER THE QUESTIONS:

1. The word_____means that something cannot be seen.
2. The prefix, "in," means_____.
3. The suffix, "ible," means_____.
4. The word, INDIVISIBLE, means_____.
5. Another word for INDIVISIBLE is_____.

TITLE: Basic Citizenship Concepts (2-4)
Lesson Seven: Learning About Liberty

TOPIC: Political Science
TIME SEGMENT: Flexible

INSTRUCTIONAL OBJECTIVES: To promote understanding of the importance of liberty in a free society. To help students realize that not all nations in the world are free.

MATERIALS:

Story: "Marta Comes to America"

Newspaper and magazine articles about freedom or oppression.

Art materials for bulletin board
(Illustrations included in appendix)

Opaque projector

EVALUATION:

When evaluating the poem, look for evidence that the concept is learned. Criticism should be kept to a minimum level in order to encourage creativity and risk-taking.

ADAPTATIONS:

PROCEDURE:

1. The teacher will read the story, "Marta Comes to America."

2. The class will discuss current events illustrating oppression of people in other lands.

3. What are some of the freedoms we enjoy?

   a. Religion
   b. Speech
   c. Education
   d. Occupations

4. The teacher writes LIBERTY-FREEDOM on the board.

   a. Have the students list on the board as many adjectives describing liberty and freedom as they can think of.
   b. Accept all answers.
   c. When the board is full, have students write a poem or essay about liberty.

5. Have students prepare a bulletin board with current newspaper articles illustrating freedom or oppression.

   a. Enlarge symbols of freedom from artwork in appendix on opaque projector.
   b. Have students collect articles.

6. Have students make a booklet with pictures and articles depicting freedom cut from magazines and put together with poems, etc.

LESSON SEVEN
LEARNING ABOUT LIBERTY

MARTA COMES TO AMERICA

It was springtime in the Netherlands, and Marta was so glad to see the early spring flowers finally blooming after the cold and snow. She skipped lightly along the walk on her way home from school. At the sight of the beautiful tulips, she forgot for a moment the trouble that had come to her country.

When Marta went to bed that night, she could hear her mother and father talking late into the evening. She could tell by the sound of their whispers that they were very worried. There had been talk at school that the Germans were planning to invade Holland, and this frightened the children.

Even though Marta knew there was trouble, still she couldn't help thinking about her birthday only ten days away. On May 23, she would be celebrating her eighth birthday. Her mother always cooked a special dinner for her, and she was looking forward to the delicious chocolate cake they would have for dessert. She could imagine what a wonderful spring day it would be with warm sunshine and loved ones around her. These were her thoughts as she snuggled in her bed that evening.

It did not seem that Marta had been asleep for very long when she felt her father's strong arms lift her.

"What is happening, Father?" she asked. "Where are we going? It's still dark outside."

"Do not be afraid, my child," her father said. "We must leave our home and find a place that will be safe for our family to live."

He explained to her that the Germans had invaded the country, and even Queen Wilhelmina had had to escape to England. Marta loved and respected the queen who had come to the throne when she was just about Marta's age. She felt a great sadness come over her as she thought of that great lady having to leave the country. Now it was happening to them, too.

Marta's mother handed her a small suitcase which she had packed with a few of Marta's things.

"Hold on to your suitcase, and stay close to me," she said in a stern voice. "Don't leave my side for a moment. It is very important that you do everything we tell you without asking questions. All of our lives may depend on it."

As they were leaving the room, Marta ran back for a moment and grabbed the gold locket that was on her dresser. It had been a present from her grandmother. Her grandmother had received it on her eighth

birthday from her father many years ago. She wrapped it in a handkerchief and put it inside her coat.

The little family moved through the shadows to the canal where a fishing boat was tied to the dock. As Marta peeked at it around the corner of a building, she could see an armed guard walking up and down the canal. He wore a German uniform, and Marta's heart almost stopped when she saw him turn and come their way.

He was almost to the corner, when all of a sudden two men at the other end of the walkway began fighting and yelling. The guard ran toward the men; and as he did, Marta's father put his hand over her mouth and swooped her up. They ran to the small boat and dove under the canvas hold covering.

Tears welled up in her eyes, but she dared not make a sound. One word would make the difference in being caught or safe. She could tell that she had cuts and bruises, but she was glad to be in her father's arms.

It seemed like days instead of hours until the early light of dawn finally came. The fishermen were only shadows when they began coming on board after they had their papers checked by the guard. Marta and her mother and father stayed beneath the canvas until the boat had chugged far out into the bright blue water.

Marta's family was picked up by another boat and finally transferred to still another larger boat which took them to England. They spent a few days there until arrangements could be made to book passage on a ship to America.

Marta and her family were lucky. Her father had been a diamond dealer before the war had come to Holland. He had traded diamonds to pay for people to help his family to safety. She found out that her father had made arrangements to stay with some of his cousins in America. They were to start a new life in a new country.

After many weeks on a large ship, Marta knew that they would be reaching land soon. She walked out on deck. She was thinking that her birthday had come and gone without the chocolate cake, but she was grateful to have her family with her. It had been a special day, and she felt loved and safe. As she looked out over the side at the horizon, she could see the gray outline of land against the water. She ran to get her mother and father.

"Mama! Papa! Look, it's land!"

She could hardly believe it was true. This was a place that her family could live in safety. She gently unwrapped the locket and turned it over in her hand. It would always be a reminder of the old country which she loved so well. As she looked up, she saw a huge statue of a woman with a torch in her hand. The Statue of Liberty! Tears of joy came to her eyes, and she realized that this wonderful land of liberty would be the place where they would start a new life in peace and safety.

TITLE: Basic Citizenship Concepts (2-4)
Lesson Eight: Understanding Justice

TOPIC: Political Science
TIME SEGMENT: Flexible

INSTRUCTIONAL OBJECTIVES: To help students realize the concept of justice means the fair distribution of benefits and burdens. It also means punishment of those who break the law.

MATERIALS:

The story of: "The Little Red Hen"

The story of: "Jack and the Beanstalk"

Greenberg, Joanne, Jack and the Beanstalk, St. Paul: West Publishing Co., 1981

Worksheet

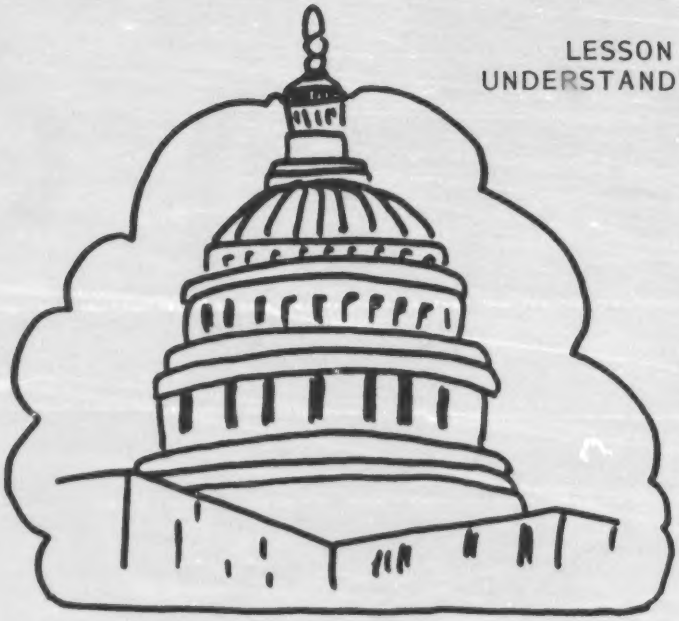
EVALUATION:

The teacher will evaluate the comments of the class. If the concept is learned, it will be apparent in the story the student writes.

ADAPTATIONS:

PROCEDURE:

1. The teacher will present the story of "The Little Red Hen."
2. The teacher will lead the class in a discussion of the story.
   a. Who did all the work in the story?
   b. Do you think it was fair for the other animals to expect to eat the bread?
   c. Did the Little Red Hen have the right to say who could have the bread?
   d. If they had helped with the work, should they have had some bread?
3. Have children read and evaluate the story, "Jack and the Beanstalk." (Copies available through Utah State Office of Education check-out.)
4. Discuss school or class rules. What should be done when a person breaks the rules?
5. Discuss the fact that liberty should balance justice.
6. Identify some situations in the home and school which illustrate the principle.
7. Have students write a real or imagined story about justice.
8. Invite a policeman, lawyer, or judge to come and speak to the children about the law.



LESSON EIGHT
UNDERSTANDING JUSTICE

One of the most important ideas which keeps our country free is the idea of justice. Justice means that people should deal with each other in a fair way. We have laws to make sure that people are fair with each other. If they do not agree about what is fair, we have courts to decide how things should be. In this way, disagreements can be settled.

ANSWER THE QUESTIONS:

1. Justice means that people should be _____ with each other.

2. If people do not agree on a problem, we have _____ to decide what is right.

3. Look up the following words in your dictionary and tell what they mean:

   SYMBOL _____

   COUNTRY _____

   FLAG _____

   PLEDGE _____

   ALLEGIANCE _____

   FREEDOM _____

   REPUBLIC _____

   JUSTICE _____

   UNITY _____

   NATION _____

4. In your own words, tell what the pledge of allegiance means.

LESSON EIGHT
UNDERSTANDING JUSTICE

THE LITTLE RED HEN
An English Folk Tale

The Little Red Hen was in the farmyard with her chicks, looking for something to eat. She found some grains of wheat, and she said:

"These grains of wheat I'll sow;
The rain and warm spring sunshine
Will surely make them grow."

"Now who will help me sow the wheat?"

"Not I," said the Duck.
"Not I," said the Mouse.
"Not I," said the Pig.
"Then I'll sow it myself," said Little Red Hen. And she did.

When the grain had grown up tall and was ready to cut, Little Red Hen said:

"I'll cut, cut, cut this grain;
It's nodding ripe and golden,
From days of sun and rain."

"Now who will help me cut the wheat?"

"Not I," said the Duck.
"Not I," said the Mouse.
"Not I, said the Pig.
"Then I'll cut it myself," said Little Red Hen. And she did.

When the wheat was cut, Little Red Hen said:

"It's time to thresh the wheat;
Each little grain so precious
From out the chaff I'll beat."

"Now who will help me thresh the wheat?"

"Not I," said the Duck.
"Not I," said the Mouse.
"Not I," said the Pig.
"Then I'll thresh it myself," said Little Red Hen. And she did.

When the wheat was threshed, Little Red Hen said:

"See where the windmill's great, long arms
Go whirling round and round!
I'll take this grain straight to the mill;
To flour it shall be ground."

"Who'll help me carry the grain to the mill?"

"Not I," said the Duck.
"Not I," said the Mouse.
"Not I," said the Pig.
"Then I'll carry it myself," said Little Red Hen. And she did.

When the wheat was ground, Little Red Hen said:

"I've sowed and reaped and threshed,
I've carried to the mill,
And now I'll bake a loaf of bread,
With greatest care and skill."

"Who'll help me bake the bread?"

"Not I," said the Duck.
"Not I," said the Mouse.
"Not I," said the Pig.
"Then I'll bake it myself," said Little Red Hen. And she did.

When the bread was baked, Little Red Hen said:

"The bread is done,
It's light and sweet,
Now who will come
And help me eat?"

"I will," quacked the Duck.
"I will," squeaked the Mouse.
"I will," grunted the Pig.

"No, you won't!" said Little Red Hen. "Did you help me sow and cut and thresh? Did you help me carry and bake? No, you didn't! So you shall not help me eat! My chicks will help me do that!"

And they did.

APPENDIX

LEARNING THE MEANING OF THE PLEDGE OF ALLEGIANCE
PRE-POST TEST

Circle the word which means the same as the word on the left.

PLEDGE	family	promise	polish
ALLEGIANCE	loyalty	garden	puppy
REPUBLIC	people	airport	plants
NATION	cereal	building	country
INDIVISIBLE	paint	can't be seen	unity
LIBERTY	lesson	freedom	market
JUSTICE	simple	fairness	promise
SYMBOL	flag	bird	partner
CITIZEN	state	person	suit
LAWS	rules	people	story

Circle the word that best completes the sentence.

1. The word, "pledge," means a: promise bird.
2. When we pledge allegiance to the flag, we are promising to help keep our country: happy free.
3. Being loyal to our country means we are willing to help with our country's: problems presents.
4. Allegiance means being: kind loyal.
5. Betsy Ross Jane Smith helped design, and sewed the first American flag.
6. The first American flag had the stars in a: triangle circle.
7. The American flag has twenty thirteen stripes.
8. The American flag has one star for every: state country.
9. The pole on which the flag is hung is called the: staff state.
10. The blue part of the American flag is called the: field staff.

If the sentence is true, circle YES. If the sentence is not true, circle NO.

1.	The flag should only be flown in the daytime.	YES	NO
2.	The flag should be raised slowly.	YES	NO
3.	If the flag touches the ground, it has to be burned.	YES	NO
4.	The flag of the United States is displayed higher than other flags.	YES	NO
5.	Pictures should never be placed on the flag.	YES	NO
6.	Uncle Sam is a real person.	YES	NO
7.	The Liberty Bell was cracked the first time it was rung.	YES	NO
8.	The Statue of Liberty was given to the United States by the country of Germany.	YES	NO
9.	The Bald Eagle can be hunted by people.	YES	NO
10.	Laws are made in the Capitol Building of the United States.	YES	NO
11.	People of the United States can worship as they wish.	YES	NO
12.	If people do not agree about what is fair, they can go to court to see who is right.	YES	NO
13.	Good citizenship begins with everyone else. It has nothing to do with me.	YES	NO

Write in your own words what you are doing when you pledge allegiance to the flag.

TITLE: Basic Citizenship Concepts (2-4)
Lesson: Filmstrip

TOPIC: Political Science
TIME SEGMENT: One time segment

INSTRUCTIONAL OBJECTIVES: To introduce the unit, "Learning to Pledge Allegiance to the Flag," and give students an overview of the coming lessons.

MATERIALS:

Filmstrip: "Learning the Meaning of the Pledge of Allegiance," by L. JoAnne Elmore and Betsy Brewer

EVALUATION:

Evaluation will be by teacher observation.

ADAPTATIONS:

PROCEDURE:

1. The teacher will present the first four frames of the filmstrip to the class.
2. The teacher will stop the filmstrip, discuss the word, "pledge," and try to establish that it means a promise.
3. The teacher will present the filmstrip and read the script to frame 15. The teacher will discuss the meaning of the word, "indivisible."
4. After the 16th frame, the teacher will again stop and have the class discuss ways in which they can work together to do things for the good of America. A list can be put on the board.
5. After the filmstrip, the class will stand and repeat the Pledge of Allegiance, and the teacher will evaluate whether the students understand better some of the words and meaning.

FILMSTRIP SCRIPT

BASIC CITIZENSHIP CONCEPTS: 1
"Learning the Meaning of the Pledge of Allegiance"

Frame 1: "Learning the Meaning of the Pledge of Allegiance" by L. JoAnne Elmore and Betsy Brewer. Photography by Les Broadhead.

Frame 2: The children in Miss Bradbury's class were pledging allegiance to the flag in much the same was as they did every day. "I pledge allegiance to the flag of the United States of America; and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Frame 3: "That was very good, class. Can anyone tell me what we are doing when we pledge allegiance to the flag?"

Frame 4: Nicolle raised her hand and asked, "The only thing I know about pledge is that it is a furniture polish. Is that what you mean?"

STOP THE FILMSTRIP AND DISCUSS THE FOLLOWING QUESTION: "What does the word, 'pledge,' mean?"

Frame 5: Miss Bradbury explained, "A pledge is like a promise. When we pledge allegiance to the flag, we are promising to be good citizens and to do all we can to help keep our country strong and free."

STOP THE FILMSTRIP AND DISCUSS THE FOLLOWING QUESTIONS: "What are promises?" "What can we do to be good citizens and keep our country strong and free?"

Frame 6: Joshua was curious. "Then what does allegiance mean?" he asked.

Frame 7: "That's a good question, Joshua. The word, "allegiance," means to be loyal or faithful to the flag. The flag is a symbol for our country which is the United States of America."

Frame 8: Miss Bradbury continued, "Many brave people have felt so faithful to our country that they have given their lives to help keep it free. If they had not been willing to do this, our country would not be the way it is today; and we would not enjoy the kind of lives we now have. On Memorial Day, which is in May every year, we honor those who have given their lives for America. It is one of the special days on which we fly the flag."

Frame 9: "Who can tell me what the word, 'republic,' means?" asked Miss Bradbury.

Frame 10: Rebecca thought for a moment, and then got an idea. "Does it have something to do with the government?" she asked.

Frame 11: "Yes it does, Rebecca. Our government is made up of many people. It would be impossible for all the people in our country to make all the laws, but our parents can vote for people to make laws for us. In this way, we can have a part in deciding what kind of laws we want. If we do not agree with the way the person we choose votes, we can vote for someone else in the next election. All the people together is called a Republic."

Frame 12: "Some of the people in America live in the country. They farm the land so that others can have the food and other products they need."

Frame 13: "Many people in America live in the city and have jobs to do which are very different from those who live in the country. Even though the people have different jobs and live in different parts of the country, they still are part of the same nation. A nation is a group of people who share the same country and have the same government."

Frame 14: Miss Bradbury continued, "One of the freedoms we have in the United States is the freedom to worship God in the way we like and the way we think is best. People are also free not to worship or to worship in a different way if that is what they choose. That is what is meant by '...one nation under God, indivisible . . . .'"

Frame 15: Kaleb was puzzled. "If the nation is invisible, how come we can still see it?"

STOP THE FILMSTRIP AND DISCUSS THE FOLLOWING QUESTION: "What does the word, 'indivisible,' mean?" Write IN-DIVIS-IBLE on the chalkboard.

Frame 16: Miss Bradbury wrote the word, 'in-divis-ible,' on the board. "If we look at the word, 'indivisible,' we can see the root word, 'divide.' The prefix, 'in,' means not, and the suffix, 'ible,' means able. So if we put the word, 'indivisible,' together, we can see that it means 'not able to be separated or divided.' In other words, the people of the United States cannot be divided. They stick together and work together for the good of our country."

STOP THE FILMSTRIP AND DISCUSS THE FOLLOWING QUESTION: "In what ways can we stick together as a country and work together for the good of our country?"

Frame 17: "The Statue of Liberty is a symbol of freedom in our country. Liberty is the freedom of all citizens to choose what they want to do. Some of the choices people make are good for themselves and others, and some are not."

Frame 18: "If some people choose to do bad things to hurt others, we must have a way to stop them and punish them, if necessary. This is what is meant by justice. Justice means being fair. If people break laws, they must go to court; and if they are found to be guilty of doing something wrong, they are sometimes sent to jail."

Frame 19: Nicolle raised her hand again. "I think I understand now. When we pledge allegiance to the flag, we are promising to be faithful to the country of the United States and do things that will help America be free. We promise to stick together to help with our country's problems. We have freedom and laws for all the people. We promise to allow everyone to be able to worship God if they wish, and in their own way."

Frame 20: "That's right, Nicolle. Let's see if we can stand and pledge the flag again, only this time let's think about what it really means."

Frame 21: This time the class stood very tall and proud, and repeated the Pledge of Allegiance.

HAVE CLASS STAND AND REPEAT THE PLEDGE OF ALLEGIANCE.

LESSON ONE
THE MEANING OF THE WORD, "PLEDGE"

LESSON TWO
WHAT IS ALLEGIANCE?

POETRY AND QUOTATIONS

ONE NATION UNDER GOD . . .

"Not until I went into the churches of America and heard her pulpits flame with righteousness did I understand the secret of her genius and power. America is great because America is good . . . and if America ever ceases to be good, America will cease to be great." Alexis de Tocqueville from "Democracy in America"

"We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." Declaration of Independence

"Without the assistance of that Divine Being, I cannot succeed. With that assistance, I cannot fail. Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well." Abraham Lincoln

"I believe in honesty, sincerity, and the square deal--in making up one's mind what to do, and doing it. I believe in fearing God and taking one's own part. I believe in hitting the line hard when you are right. I believe in speaking softly and carrying a big stick. I believe in hard work and honest sport. I believe in a sane mind in a sane body. I believe we have room for but one sole loyalty, and that is loyalty to the American people." Theodore Roosevelt

THE FOUR FREEDOMS

"In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms:

The first is freedom of speech and expression--everywhere in the world.

The second is freedom of every person to worship God in his own way--everywhere in the world.

The third is freedom from want.

The fourth is freedom from fear."

Franklin D. Roosevelt

". . . Let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own." John F. Kennedy

BENJAMIN FRANKLIN

"A Bible and a newspaper in every house, a good school in every district--all studied and appreciated as they merit--are the principal support of virtue, morality, and civil liberty." B. Franklin

"God grant that not only the love of liberty, but a thorough knowledge of the rights of man may pervade all the nations of the earth, so that a philosopher may set his foot anywhere on its surface and say: 'This is my country!'" B. Franklin

"If all printers were determin'd not to print anything till they were sure it would offend no body, there would be very little printed." B. Franklin

"Proclaim liberty throughout all the land unto all the inhabitants thereof."
Leviticus 25:10
Inscription on the Liberty Bell

"Free people remember this maxim: We may acquire liberty, but it is never recovered if it is once lost." Rousseau

"The honor of a country depends much more on removing its faults than on boasting of its qualities." Mazzini

"Our forefathers built a rich heritage for us. We benefit from their legacy of love, industry, and high courage. We show our gratefulness to those forefathers by honoring this heritage and by passing it on--strengthened and reinforced--to those who shall come after us." Walter MacPeek

"The God who gave us life, gave us liberty at the same time."
Thomas Jefferson

"Remove not the ancient landmarks which they fathers have set."
Proverbs 22:28

"A good thing to remember,
And a better thing to do,
Is to work with the construction gang
And not with the wrecking crew."
Author Unknown

"The second day of July, 1776, will be the most memorable epoch in the history of America. I am apt to believe that it will be celebrated by succeeding generations as the great anniversary festival--from one end of this continent to the other--from this time forward forevermore." John Adams

"Let not him who is houseless pull down the house of another; but let him work diligently and build one for himself, thus, by example, assuring that his own shall be safe from violence when built." Abraham Lincoln

"I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past."
Patrick Henry

"When an American says that he loves his country, he means not only that he loves the New England hills, the prairies glistening in the sun, the wise and rising plans, the great mountains, and the sea. He means that he loves an inner air, an inner light in which freedom lives and in which a man can draw the breath of self-respect." Adlai Stevenson

"Look well to the hearthstone; therein all hope for America lies."
Calvin Coolidge

IT'S AMERICAN

If it stands for justice,
And the right of it;
If it speaks of goodness
And the might of it;
If there's challenge, courage, joy
And Pride in it...It's American

If there's a helping hand,
And words of cheer in it;
If freedom for mankind
Is very clear to it;
If hope, and faith, and love
Are very dear to it...It's American

Mildred L. Jarrell

YOUR FLAG AND MINE

Our Flag is for our country
It stands for what we think.
It stands for
Peace of mind,
Freedom of speech,
Our choice of church--
Our Flag, the Red, White, and Blue,
Freedom for all.

Bruce Chassy

"F" stands for freedom on land and on sea.
America is the land for me.
"L" stands for Liberty, for love, and for care.
Look for America, you'll find it there.
"A" stands for Achievement, America, too;
American achievement is the best thing for you.
"G" stands for Greatness, Glory, and all that is Good.
If you don't love the flag, you certainly should.
F-L-A-G is America's symbol, land of the free;
And that is what our flag means to me!

S.K. Chapin

"I AM YOUR FLAG"

I have flown through peace and war, strife and prosperity; and amidst it all I have been respected.

My red stripes symbolize the blood spilled in defense of this glorious nation.

My white stripes signify the burning tears shed by Americans who lost their sons.

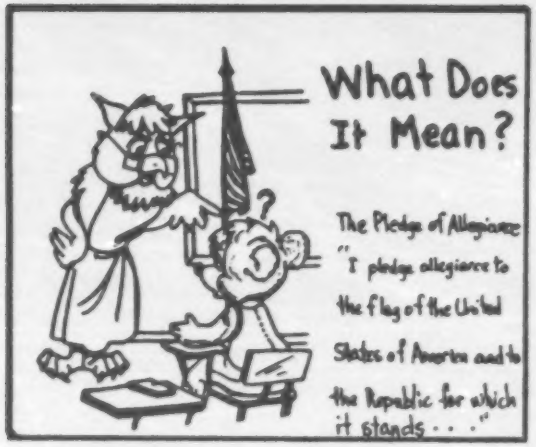
My blue field is indicative of God's heaven under which I fly.

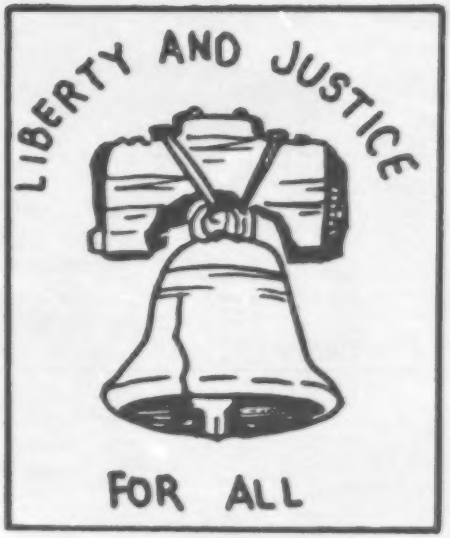
My stars clustered together unify fifty states as one for God and country.

Old Glory is my nickname, and proudly I wave on high. Honor me, respect me, defend me with your lives. Never let my enemies tear me down from my lofty position, lest I never return.

Worship Eternal God and keep His commandments, and I shall remain the symbol of peace and freedom for all mankind.

Unknown


What Does It Mean?
The Pledge of Allegiance "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands . . ."



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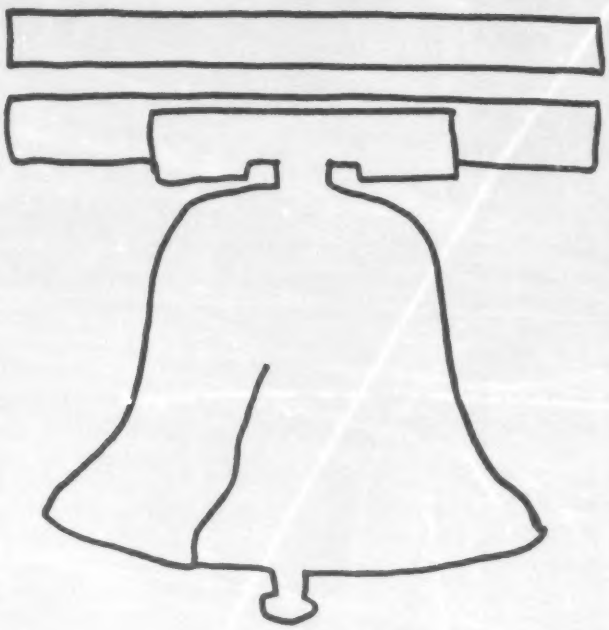
SYMBOLS

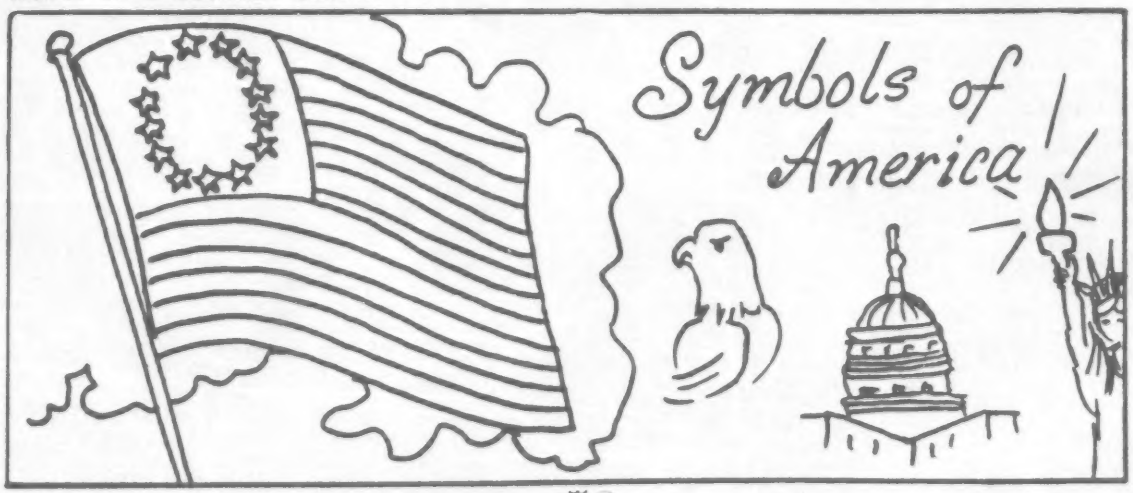


Have students choose a symbol of America and design an emblem which represents an idea or concept such as freedom or independence. Lead the children to choose one of the symbols to put in the design, or more than one could be put together to illustrate the idea.

Emblems can be made of construction paper, or designed in crayon or fabric, as a flag. Designs can be put on fabric with fabric crayons to make a pillow top or quilt blocks.

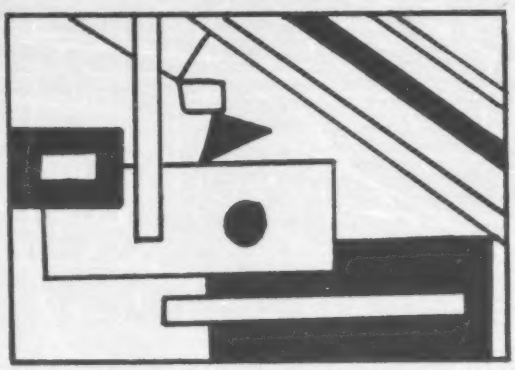
MURALS OR BULLETIN BOARDS

Have students draw symbols or enlarge on opaque projector to make a mural or a bulletin board.

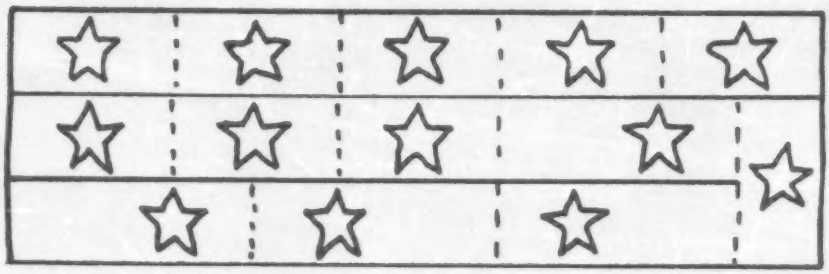


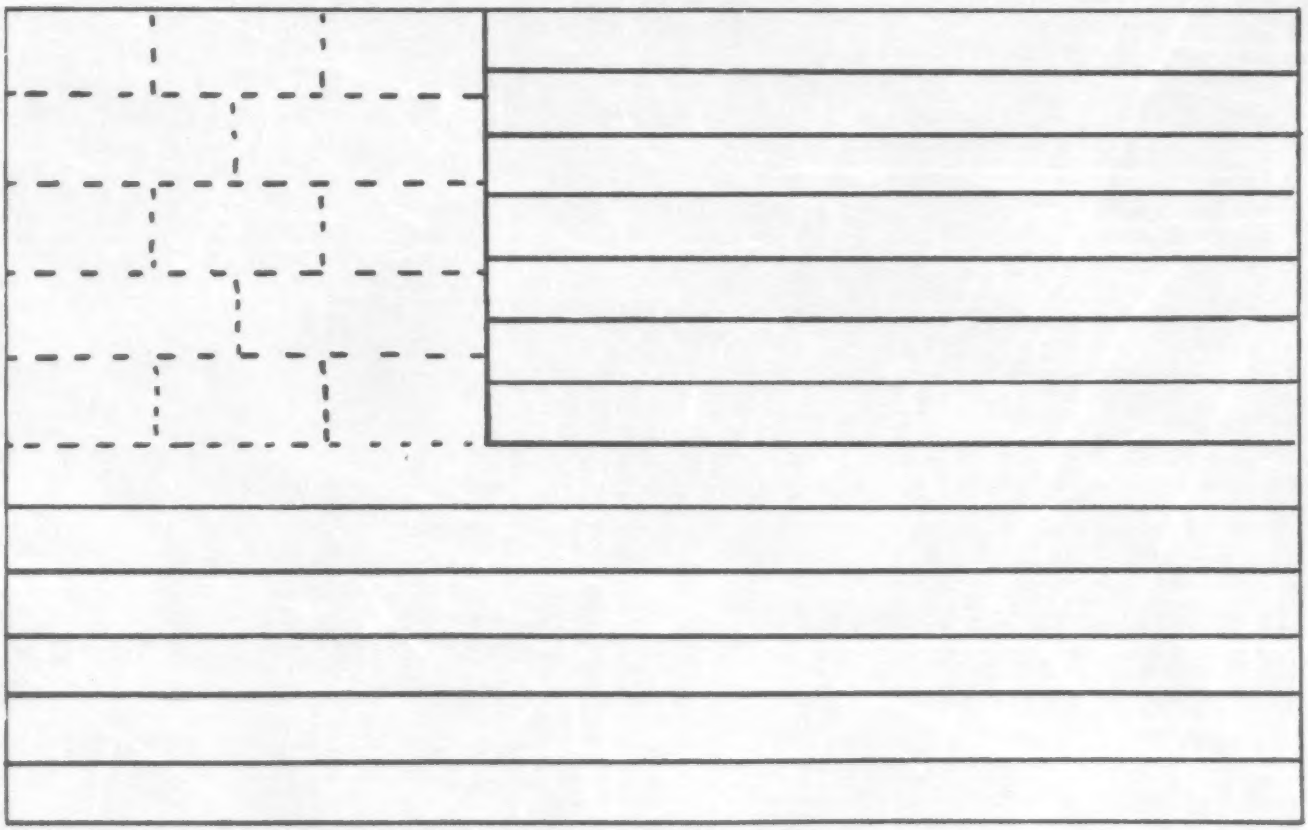
FLAGS

Have students design their own flags from geometric shapes and strips of construction paper. Provide red, white, and blue paper; and let them manipulate paper first. When they are satisfied with the design, paper can be glued to background.

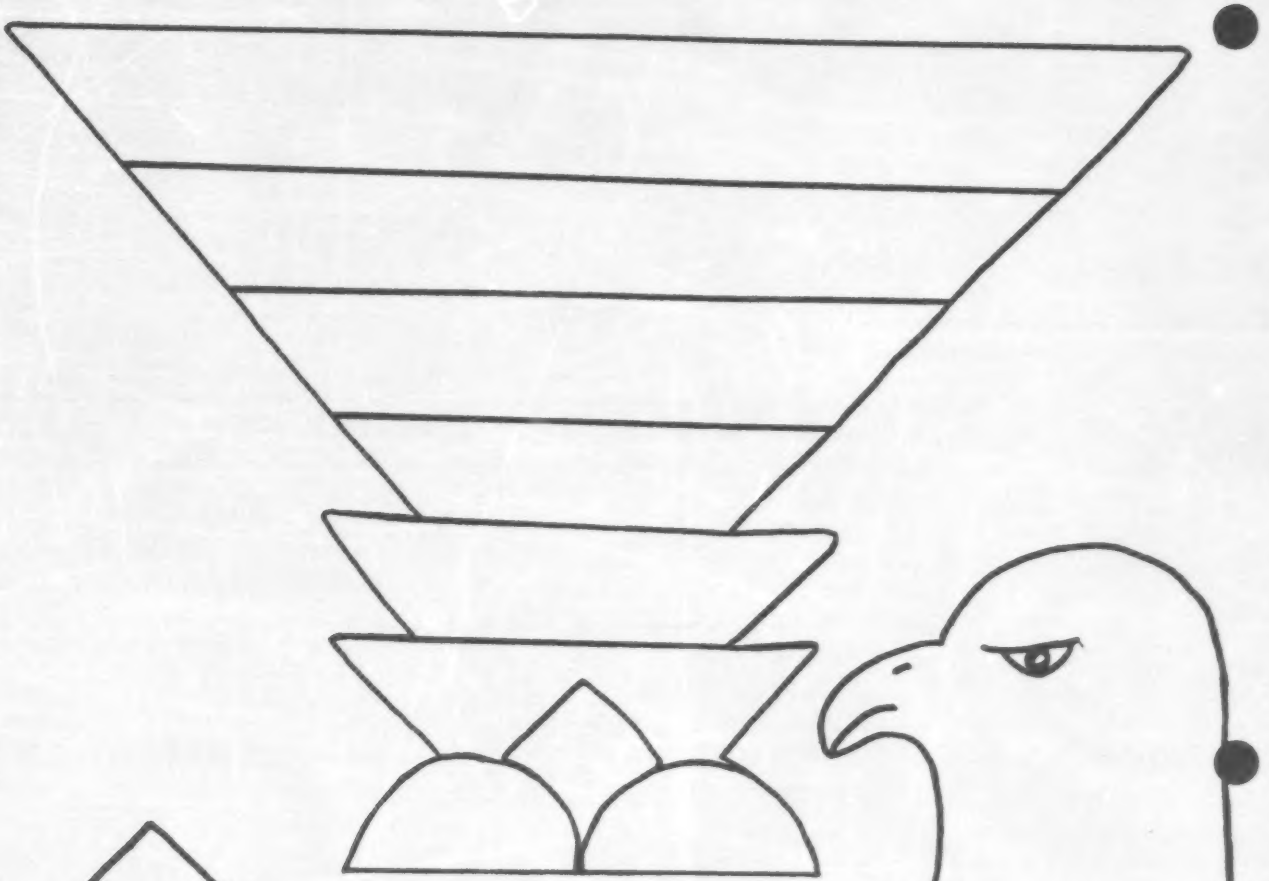


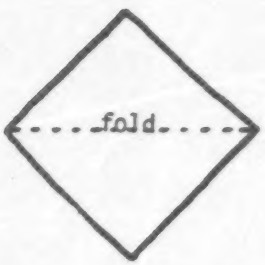
This is one of the first American flags. Have students cut out each star and paste it in the correct space. How many stripes? How many stars? Color the flag.

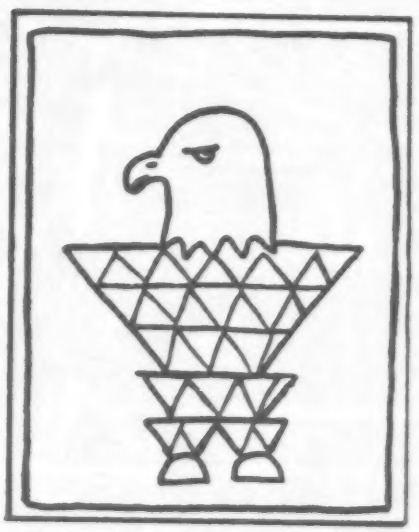




BALD EAGLE







Cut body and feet from oak tag or construction paper. Cut head from construction paper and draw features. Cut feathers from brown construction paper in 1-inch squares, and fold as shown. Glue bottom half to body pattern. Mount on blue or red background as shown. Head should be glued on last.

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THREE-CORNERED HAT AND NECK SCARF

CUT THREE

Cut three of the hat pattern out of construction paper. Staple together to form a triangle hat. (Each section can be a different color. One red, one white, and one blue.)

NECK SCARF

To make scarf, cut a 17x2 inch strip of crepe paper. Cut another piece of crepe paper 5x12 inches. Fold the second piece of material over the strip. Staple or sew the two pieces together and trim the bottom edge.

DESIGN IDEAS